Conference Programme and Abstracts

IRISS
Institute for Research and
Innovation in Social Services

PEPE

Connected Learning • Effective Practice • Responsive Services

8th International PEPE Conference
23 – 25 January 2008

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Practical learning: achieving
excellence in the human services

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Edinburgh International
Conference Centre

CONTENTS

WELCOME TO THE 8TH INTERNATIONAL PEPE CONFERENCE

Practical learning: achieving excellence in the human services is the 8th International Conference of PEPE, an international association of human service professionals that aims to facilitate the exchange of ideas, research, and techniques about learning for professional practice. The 7th International Conference was hosted by the University of Auckland in New Zealand. The Institute for Research and Innovation in Social Services (IRISS)is delighted to host the conference in the vibrant and historic city of Edinburgh.

The conference will showcase and strengthen best practice and research across disciplines in relation to learning for practice within human services and with people who use human services.

The full and varied programme will address the four conference themes

- learning for practice across the professions
- involving people who use human services
- communities of practice and the learning organisation
- integration of learning and practice.

We also have the pleasure of welcoming a range of keynote speakers who are all experts in their respective fields and professions. We are sure that you will enjoy thought provoking presentations which will lead to stimulating discussions throughout the three day conference.

IRISS would like to thank the many people involved in organising this conference, in particular the major sponsors of the conference. In addition, we want to thank all the organisations who took part in the professional reference group to ensure that this conference reflects the shared issues of all professionals working in the human services.

Finally, thank you to all those who submitted papers to the conference and to the submission selection group, which was chaired by Viv Cree. We were particularly pleased that the submission selection group included people who use human services and that the voices of both users and carers are represented throughout the conference both as presenters and participants.

We welcome your feedback and look forward to meeting you.

Professor Sandy Cameron, CBE
Chairperson
IRISS

Dr Jan Millwater
President
PEPE Inc

FOREWORD FROM CHILDREN AND EARLY YEARS MINISTER – ADAM INGRAM

I would like to welcome delegates from throughout the world to Edinburgh and to the 8th International Practical Experiences in Professional Education (PEPE) Conference.

We are delighted that Scotland is hosting the conference as it comes to Europe for the first time. I know that the Institute for Research and Innovation in Social Services and their partners from the General Teaching Council Scotland, Scottish Social Services Council, NHS Education Scotland, the Social Care Institute for Excellence, the Scottish Prison Service and the Scottish Police Services Authority have worked hard to bring to you a range of exciting speakers and thought provoking workshops.

Everyone at this conference has a role to play in the development and direction of health, education, social services and the criminal justice services. The next three days will give you the chance to debate what works well in different countries and for the different professions. The sharing of that knowledge can only improve services in Scotland and the rest of the world.

Scotland's future depends on a skilled workforce. That's true especially in the public services where skilled professionals provide vital services that support some of the most vulnerable in our society.

Our government has made its commitment to lifelong learning clear with our skills strategy. By constantly striving to improve the skills of our workforce and the services which they provide we can work towards making Scotland smarter – a key aim for this government.

That's why I look forward to hearing the outcome of your discussions around issues such as how to integrate learning at college and universities with learning in the workplace. How organisations become learning organisations that promote lifelong learning. And of equal importance, how people who use these services can influence the debate about their future development.

This international conference provides you with an opportunity to make a difference and to shape the future direction of the learning and development of professionals working in the human services.

Enjoy the conference and I hope that the international delegates will have time to explore Edinburgh and the rest of Scotland.

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Council

NHS
Education
for
Scotland

EXHIBITORS

NHS Education for Scotland

NHS Education for Scotland (NES) develops and sustains Scotland's healthcare workforce by providing educational solutions for workforce development. We design, commission, assure and, where appropriate, provide education, training and lifelong development. There is a strong emphasis on a multi-disciplinary approach to all our activities.

As well as our core themes of business, we have a range of national educational and training projects: Healthcare Associated Infection; Supporting Service Redesign, New and Enhanced Role Development, particularly Out of Hours and Unscheduled Care; Cancer; Coronary Heat Disease and Stroke; Child Health; Mental Health; and Health Improvement.

We work closely with NHS Scotland Boards to ensure that our work meets their requirements and our Strategic work plan is fully aligned with the Scottish Government's recent policy paper, Better Health, Better Care.

Scottish Social Services Council

A competent, confident and valued workforce

The Scottish Social Services Council (SSSC) is responsible for registering social service workers and regulating their education and training. Our aim is to increase the protection of people who use social services, to raise standards of practice and increase public confidence in the sector.

The SSSC is registering key groups of Scotland's 138,000 social service workers and has published and distributed over half a million copies of the Codes of Practice for Social Service workers and Employers. As a Sector Skills Council our role includes working with our partners to develop the social service workforce for the future.

For more information please visit our website www.sssc.uk.com or contact the SSSC at 0845 60 30 89.

The Social Care Institute for Excellence

The Social Care Institute for Excellence (SCIE) delighted to sponsor of the 8th International Conference of PEPE. SCIE's role is to identify, disseminate and support the implementation of good practice in England, Wales and Northern Ireland, sponsored by each national Government. We have much in common with IRISS and this is recognised in our partnership arrangement. Our conference workshop looks at the role SCIE has been given by Government to develop a good practice framework for England.

Come to SCIE's exhibition stand to find out more about our work and take away our free publications.

IRISS (The Institute for Research and Innovation in Social Services)

IRISS (known formerly as The Scottish Institute for Excellence in Social Work Education SIESWE) is pleased to be hosting the 8th International PEPE Conference with a number of our key partners.

IRISS has undergone a number of significant changes recently to ensure that it has the appropriate foundation to deliver essential activities within its widening role in improving social services through encouraging collaboration, knowledge –sharing, connected learning and best practice across Scotland.

With a new aims and objectives, IRISS will continue to build on its successful partnership arrangements to achieve its vision :-

To develop a world-class, knowledge-based social services sector in Scotland through learning, creativity, and partnership.

For more information on IRISS please visit our exhibition stand or log on to our website www.iriss.ac.uk

Care Appointments

Care Appointments is proud to support this event and our close association with the Scottish care sector at large. Since our launch in 2005, we have strived to deliver a magazine & website that helps the care sector workforce keep up to date with news, events, jobs & services. We are justifiably proud that we are now a preferred recruitment vehicle, for the likes of Capability Scotland, Quarriers, SAMH, Aberlour, Crossreach and a number of local authorities.

We offer a focal point for the sector in Scotland and welcome you to our stand where we can organise copies of the magazine to send to you or discuss contributions to future editions.

General Teaching Council Scotland

The General Teaching Council for Scotland is the independent professional regulatory body for teachers and maintains the national register of teachers.

We are committed to raising the professional standards of teachers and education in Scotland.

We work closely with educational partners across the UK and internationally to achieve our broad aims mainly:

- to uphold teachers' professional standards through the Council's professional code of conduct and regulatory functions
- to contribute to enhancing the professional standards of teachers in Scotland throughout their professional careers
- to be recognised as a voice and advocate for the teaching profession and Scottish education

Open University

The Open University is the UK's largest university and its international reputation attracts more than 200,000 students every year, the majority of whom continue to earn while they learn. Courses in health and social welfare, business and management, maths and computing, technology and social sciences are prominent among its range of over 360 subjects. As world leaders and innovators in work based professional development, the university has established a considerable presence in the public and not-for-profit sectors.

Please visit www.open.ac.uk for more information.

Routledge

Routledge is a distinguished publisher of over 600 journals and 1,000 new books each year with a back list of over 7,000 book titles in print.

The impressive Routledge portfolio covers many different subjects within social sciences and humanities and is at the forefront of academic publishing in these fields.

Since January 2005, all social science, arts and humanities journals published by the Taylor & Francis Group have been published under the Routledge imprint, creating a strong and unified presence across all subject areas.

Routledge is the preferred journal publishing partner for many of the world's most prestigious learned societies and associations. To learn more about the range of Social Work Journals, please go to www.informa.com/socialwork

Scottish Social Services Learning Network

Information leaflet in delegate pack

STRADA

STRADA (Scottish Training on Drugs and Alcohol) provides a range of training, education and development opportunities to staff working in the drug and alcohol field.   Funded by the Scottish Government since 2001, STRADA is a partnership between The University of Glasgow's Centre for Drug Misuse Research, The Department of Adult and Continuing Education and DrugScope – a UK wide policy and practice organisation.

For more information visit our stand at the conference or visit our website, www.projectSTRADA.org

SWAP

SWAP, the subject centre for social policy and social work, is one of the Higher Education Academy's 24 discipline based subject centres which aim to enhance the student learning experience by promoting high quality learning, teaching and assessment and by supporting social work and social policy educators.

SWAP also organise the annual Joint Social Work Education Conference (JSWEC), which in 2007-8 has also run with the Social Work Research Conference.

Please come and meet SWAP staff at the SWAP stand, which will have a wide array of our publications and related resources for you to take away. You will also be able to find out more about the forthcoming events, funding opportunities and ways of getting involved with our work.

KEYNOTE SPEAKERS

Keynote 1: Doctor Etienne Wenger

Etienne Wenger is a globally recognised original thinker in the field of communities of practice, who was featured by Training magazine in their series entitled 'A New Breed of Visionaries'. A pioneer of communities of practice research, he is author and co-author of seminal articles and books on the topic, including: Situated Learning (where the term was coined); Communities of Practice: Learning, Meaning, and Identity, where he explains a theory of learning based on the concept of communities of practice, and Cultivating Communities of Practice: a Guide to Managing Knowledge, addressed to practitioners in organisations. His work as researcher, author, and consultant has influenced both thinking and practice in a wide variety of fields, including business, education, government, and social theory. His new research project, Learning for a small planet, is a cross-sectoral investigation of the nature of learning practices and institutions at the dawn of the new millennium.

Communities of practice: a social discipline of learning

Most institutions proceed from a similar set of assumptions: that learning depends on teaching, that books and classrooms are the locus of learning, and that the rest of life is application. What if we assumed that learning happens everywhere, that it is a natural part of life, and that if institutions have a role it is to support learning wherever it takes place? An important part of this shift in mindset is to recognize that the world of human knowledge is composed of a huge constellation of practices. The living communities that develop, share, and refine these practices then become a key element of learning. As we enter, engage with, and leave these communities, learning is a social journey as well as a cognitive process. Learning transforms both our participation and our identity. This perspective entails a social discipline of learning, which has relevance for a broad range of contexts in which learning is a concern - whether these are informal or involve a substantial design component.

Keynote 2: Professor Mark Doel, Sheffield Hallam University

Professor Mark Doel is Research Professor of Social Work in the Centre for Health and Social Care Research at Sheffield Hallam University. His research focuses on improving the quality of professional practice in order to improve the quality of services. He has an international reputation in the field of practice learning and teaching, and the use of groupwork and task-centred practice as empowering methods of practice. He was a practising social worker for almost twenty years.

Professor Doel is widely published, with twelve books to his name, most recently Modern Social Work Practice, Teaching and Learning in Practice Settings; The Task-Centred Book; and Using Groupwork. He is co-editor of the journal Groupwork, and associate editor (social work) for Learning in Health and Social Care. He was elected in 2005 to the Board of the US-based Association for the Advancement of Social Work with Groups (AASWG).

Beyond anecdote: the quest to codify practice wisdom

The everyday experience of practice is rich in potential for learning, as practice educators (student supervisors) are well aware. However, there are considerable barriers to the systematic and sensitive collection of these experiences, with the result that much potential learning is lost.

Mark Doel will analyse the barriers to integrating learning and practice, and he will also present a practical, tested model to help practitioners to sample their practice in a systematic fashion and to share it with others. The model has been successfully developed with qualified and unqualified practitioners in social care and further refined to include an assessment component for continuing professional development. The richness of practice is not lost, yet it is captured in a systematic way so that it goes beyond anecdote. It begins to codify practice wisdom.

Finally, Professor Doel will consider how the practice community can learn from the stories of people who have positive experiences of practice to tell. He will report on a recent project, just concluded, which gave voice to these positive experiences of practice and the wisdom they impart.

Keynote 3: Mr Alex Wilson

BT as a learning organisation

Alex Wilson, will cover how BT puts learning at the heart of its business and uses this to develop its talent and leadership capability. Alex will explain the philosophy of learning in BT, how it is systematically integrated to the business objectives and tracked and measured against business drivers. He will talk about BT using technology to accelerate learning and as an enabler for business transformation. He will also cover how talent is identified and developed and learning is applied to grow leadership capability, from first-line managers to executives, through a segmented and structured 'leadership pathway' approach. Following his presentation, Alex will be delighted to answer questions on BT's learning and leadership strategies.

Keynote 4: Ms Myra Pearson, University of Aberdeen

Myra Pearson was appointed Head of the School of Education at the University of Aberdeen in January 2006. She was previously Depute Registrar of the General Teaching Council of Scotland.

She has an extensive educational experience. Prior to her appointment to the GTC she was Co-Director of the Professional Development Unit and Associate Dean in the Faculty of Education, University of Strathclyde, with responsibility for developing the Faculty's portfolio of modular postgraduate programmes.

She was involved in developing curricular materials and delivering a wide range of customised professional development courses in Mathematics, ICT and Science for primary schools. Myra was also responsible for leadership and management development programmes for Headteachers and aspiring Headteachers.

She was a Senior Lecturer in the Department of Primary Education and prior to that held a variety of posts in primary schools and was a staff tutor for Mathematics and Science in Ayrshire. She has also been a member of a number of national working groups related to mathematics, assessment and professional development for teachers and headteachers.

In addition to her work for the university, she is also a member of the Scottish Primary Mathematics Group (SMPG), one of the most successful educational writing partnerships in the area of primary mathematics in the United Kingdom.

Scottish Teachers for a New Era: Transforming Teacher Learning and Development

The School of Education at the University of Aberdeen is engaged in two major research and development projects, Scottish Teachers for a New Era and the Inclusive Practice Project, designed to transform approaches to Teacher Education and continuing professional development.

Scottish Teachers for a New Era (STNE) is a partnership initiative involving the University of Aberdeen, the Scottish Government, the Hunter Foundation and six local authorities in the North of Scotland. The six STNE pilot initiative Developing Teachers: Increasing Pupil Gains provides the opportunity to develop and research a new model of teacher education that aims to provide a continuum of teacher learning and development through undergraduate teacher education programmes, the Induction year (first year of teaching) into an extended year of mentoring and support leading to a framework for Continuous Professional Learning for teachers in the early years of their career.

The STNE vision is to develop:

- a new teacher who, has a deeper understanding of curricular knowledge, takes an active investigative approach to learning and teaching in order to promote pupil gains, is collegiate and open to collegiate support and is flexible and confident in adapting to change;
- a new learning environment involving broader study across the university and a more investigative/research model of placement learning;
- a new framework for continuous learning and development promoting new ways of working for student and teacher;
- a new professional culture of decision making, embedding a framework of evidence-gathering to enable new teachers to better reflect on the impact of their teaching on pupil learning growth.

The STNE team is a multi-disciplinary team of researchers and practitioners who are responsible for the development of:

- the new Initial Teacher Education programmes for students;
- the professional learning and development support for practitioners working with students and beginning teachers;
- the STNE research model incorporating evidence gathering activities related to teacher learning, pupil learning, inclusion and programme review and development as the basis for determining measurable outcomes for teacher education and for exploring some of the complex inter-relationships among these.

The STNE project is focussed on an ever-changing complex landscape involving students, teachers, tutors and local authority personnel. Research has essentially focussed on the impact of change within the landscape particularly in areas of continuous personal and professional learning and development,

the role of partnership and collaboration, and the emergence of communities

Piloting a new approach to teacher education challenges long-held beliefs about the nature of student learning and the roles and responsibilities of all partners in the process. This presentation will highlight the new approaches being used to develop our 'Teachers for a New Era' and the evidence being generated from the research related to the key themes of partnership, community and empowerment.

Keynote 5: Professor Sally Glen, Pro Vice – Chancellor of the University of Wolverhampton

Professor Sally Glen is Pro Vice-Chancellor of the University of Wolverhampton where she has responsibility for the academic portfolio, curriculum development, quality systems and academic standards, learning and teaching, the student learning experience, and e-learning. Before joining the University in September 2006, Professor Glen was Deputy Director of the Institute of Health Sciences, Dean of School of Nursing and Midwifery, and Professor of Education at City University. From May 1996-January 2000, she was Dean of the School of Nursing and Midwifery, University of Dundee.

Her research interests include philosophical approaches to professional education in health and social care. She has published widely in the field of health and social care education and edited Supporting Learning in Nursing Practice, e-learning in Nursing, and Interprofessional Post-Qualifying Education for Nurses.

Professor Glen is currently on the Editorial Board of Learning in Health and Social Care; she is a Non-Executive Director of City and East London Mental Health Trust and chairs the Trust's Ethics Committee. She is also on the Board of the Institute of Medical Ethics.

**A practice role for nurse lecturers:
an anachronistic concept?**

The wholesale movement of nursing education into higher education is now a decade old. The catalyst was Project 2000, which was a vision, not only a professional qualification, but an academic one, the diploma in higher education. A review of the literature, however, identifies how the nursing curriculum has always been subject to continuous external pressure and is a balancing act between health service needs, the educational vision of the day and the available financial resources. Its product: the registered nurse functions as both a test bed and barometer of public opinion, with some of the current ills of the NHS laid at the door of higher education and its role in nursing training (Carr 2007). Two constant discourses are: pre-registration nurses are emerging from nurse education programmes without essential clinical skills and the requirement for nurse lecturers to support students in the clinical environment during their preparation. This paper therefore provides a critical evaluation of the practice role of nurse lecturers over the last three decades. This paper argues that a practice role for nurse lecturers is an anachronistic concept and draws on an early paper (Glen and Clark 1999) and recent research On nurse lecturers' perceptions of their current role (Carr 20071) and advocates, to quote the title of an earlier paper, a new skill mix for the future.

Keynote 6: Mr John Geates, Deputy Director, Scottish Police College

Assistant Chief Constable Geates started off his career in 1981 in Ayrshire. He subsequently worked in Glasgow Divisions in uniform and CID, has been attached to the Serious Crime Squad and was Head of Strathclyde Police's Surveillance Unit.

In 1998, he was appointed Detective Superintendent and given responsibility for the investigation of serious/major crime, strategic CID management functions and policy making responsibilities, together with territorial accountability.

Since then Mr. Geates has been Deputy Divisional Commander within the Maryhill Division in Glasgow, has introduced a Professional Standards unit into Strathclyde Police and also served as Head of Corporate Planning and Development.

In 2004 Mr Geates headed a joint external review team who conducted an investigation into Fife Constabulary and Fife Councils Management of a non registered sex offender who had murdered a 16 year old girl. Their report, which contained 20 strategic change recommendations, was fully endorsed by the Scottish Executive.

In August 2005 he was appointed head of the Engaging Criminality review Team, where he led a review of the work of the CID within Strathclyde Police.

In January 2006, he headed a reinvestigation into the Nat Fraser murder enquiry and subsequently reported the findings to the Lord Advocate for Scotland.

He was appointed as Deputy Director of the Scottish Police College which took effect from Monday 12th June, 2006 and on 21 August 2007 took up the post of Director.

Traditional - You Tell Me

The title Traditional - You Tell Me challenges thinking in relation to Police training. There is a perception that still exists about traditional, old fashioned methods in the way that officers are trained and groomed for service. Nothing, in this modern day could be further from the truth.

Current training and development of officers whether recruits, specialists or leaders is designed in the application of academic practice, principles and accreditation. The training and development delivered now is at the forefront of progressive and lateral thinking and in this risk managed environment while endeavouring to maintain the standards values and ethics that the public rightly demand of their Police Service. Whilst such standards are the same, the developmental process that officers go through

to achieve them differ greatly from previous years. The Police professionalisation in this regard has changed significantly.

In addition there is now a strong drive to add meaningful personal development to the professionalisation package and recognise this through the enhancement of a qualification that hopefully encourages future growth. The investment in Police Officers has been extended now to an educational and development investment in Police Staff who now have a similar raft of opportunities available to them.

The Scottish Police College is being recognised within the United Kingdom and International Policing Arenas as an exemplar in the continued exploration of development in training and education. This recognition has also extended into academic circles through the achievement in the past six months of two SQA Awards (including the Pride of Worth Award) and a UK National Training Award for the Probationer Training Programme. While such awards go a considerable way to providing assurance that the right path is being taken, this journey of development and improvement is only beginning.

CONFERENCE PROGRAMME

Day 1	Wednesday 23 January 2008
08:30 – 9.45	Arrival, registration & coffee
9.45 – 11.00*	Welcome from Adam Ingram MSP, Minister for Children & Early Years. Keynote 1: Etienne Wenger - Communities of practice: a social discipline of learning.
11:00 – 11.30	Refreshments, exhibitors & poster viewing
11.30 – 12.30	Parallel sessions 1: research & practice papers

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One	Ochil Two	
111 & 112	121 & 122	131 & 132	141 & 142	152	161 & 162	171 & 172	

12:30 – 1.30	Lunch
1:30 – 3.00	Parallel sessions 2: workshops & symposia

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One	Ochil Two	Ochil Three
211	221	851	281	251	261	271	231

15:00 – 15.30	Refreshments, exhibitors & poster viewing
15:30 – 16.30	Parallel sessions 3: research & practice papers, workshops & symposia

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One	Ochil Two	Ochil Three
311 & 312	321 & 322	331 & 332	371	341 & 382	351 & 532	381	391

16:30	Ends

*Sidlaw Auditorium

Day 2	Thursday 24 January 2008
9.00 – 9.30	Arrival, registration & coffee
9.30 – 10.15*	Keynote 2: Mark Doel - Beyond anecdote: the quest to codify practice wisdom.
10.15 – 11.00*	Keynote 3 : Alex Wilson - BT as a learning organisation
11.00 – 11.30	Refreshments, exhibitors & poster viewing
11.30 – 12.30	Parallel sessions 4: research & practice papers, workshops & symposia

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One	Ochil Two	Ochil Three
411 & 412	451 & 452	421 & 342	461	471	431 & 432	481	441 & 442

12:30 – 1.30	Lunch
1.30 – 2.00*	Keynote 4: Myra Pearson - Scottish teachers for a new era: transforming teacher learning & development.
2.00 – 3.00	Parallel sessions 5: research & practice papers, workshops & symposia

Carrick One	Carrick Two	Carrick Three	Harris One	Ochil One	Ochil Two
511 & 512	551 & 552	521 & 522	571	561 & 531	541 & 542

3.00 – 3.30	Refreshments, exhibitors & poster viewing
3.30 – 4.30	Parallel sessions 6: research & practice papers, workshops & symposia

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One
611 & 612	621 & 622	631 & 632	651	661	641

4.30	PEPE Annual General Meeting (all delegates welcome)
5.00	Ends

*Sidlaw Auditorium

Thursday, Conference Dinner at the Hub – A Taste of Burns

Drinks reception 7 – 7.30pm

Dinner 7.30 pm

Celidh and dancing – 9.30 pm – Midnight

The Hub is a twenty minute walk from the conference venue. A map is in your delegate pack. The EICC or your hotel can order you a taxi to take you to and from the venue.

Day 3	Friday 25 January 2008
9.00 – 9.30	Arrival & registration
9.30 – 10.15*	Keynote 5: Sally Glen - A practice role for nurse lecturers: an anachronistic concept?
10.15 – 11.00*	Keynote 6: John Geates - Traditional? You tell me.
11.00 – 11.30	Refreshments, exhibitors & poster viewing
11.30 – 12.30	Parallel sessions 7: research & practice papers, workshops & symposia
12:30 – 1.30	Lunch
13:30 – 15.00	Parallel sessions 8: research & practice papers, workshops & symposia
15:00 – 15.30	Refreshments, exhibitors & poster viewing
15:30 – 16.00	Plenary and conference close

Parallel sessions 7:

Carrick One	Carrick Two	Carrick Three	Harris One	Harris Two	Ochil One	Ochil Two
721 & 722	751 & 752	731 & 732	711	761	771 & 772	741

Parallel sessions 8:

Carrick One	Carrick Two	Harris One/Two	Ochil One	Ochil Two
811, 812, 241	841, 842, 821	861	831	871

*Sidlaw Auditorium

ABSTRACTS

CARRICK ONE: 11.30-12.00 - PAPER 111

An accreditation system for training and trainers in autism spectrum disorders: the icing on the cake or an essential ingredient for quality services?

Keywords: autism spectrum disorder, accreditation system, training, multi-professional

Presenter(s): Charlene Tait (National Centre for Autism Studies - University of Strathclyde) & Anna Robinson (The Scottish Society for Autism)

Abstract: Individuals with Autism Spectrum Disorder (ASD) require the support and services of a wide range of professionals across the health, education, social work & voluntary sectors. However, due to qualitative differences in social communication and social understanding in individuals with ASD, services are frequently challenged in their capacity to meet needs. It is recognised that there are significant gaps in the knowledge and understanding of all professions at all levels (MacKay & Dunlop, 2004). This paper will argue that the multi-professional context gives rise to the need for high quality, consistent training for the professionals tasked with providing services. Furthermore the paper will outline the initial outcomes of The Autism Training Accreditation Project. This Scottish Executive funded project will deliver a national system of accreditation for autism training and the trainers who provide it. The paper will outline the processes involved in developing such a system including early qualitative findings from a series of focused consultations involving ASD training providers, those who commission ASD training and individuals with ASD and their family members. The authors will explore the potential impact of accredited training on the standard of service provision with particular reference to individuals with ASD who are in effect consumers of services.

MacKay, T & Dunlop, A.W. (2004). The Development of a National Training Framework for Autistic Spectrum Disorders Glasgow: National Autistic Society.

Type : Research

CARRICK ONE: 12.00–12.30 - PAPER 112

Collegial space & continuing professional development in community learning & development.

Keywords: collegial space, continuing professional development, conceptions of competence, community learning and development

Presenter(s): John Bamber (University of Edinburgh) & Lyn Tett (University of Edinburgh)

Abstract: This paper concerns the early career and continuing professional development (CPD) of community learning and development (CLD) workers. The work of these professionals is changing significantly and now includes, for example, a stronger emphasis on geographical communities rather than communities of interest and the need to establish new forms of partnership working across a range of agencies. The changes are the result of a new political context for community-based educational work, caused by the creation of the Scottish Parliament and the need to stimulate and sustain public interest and confidence in its work. In broad terms, there is a new agenda for civic education and learning for democracy, and CLD has a particular contribution to make in this area. The paper explores the new agenda in terms of the ways that CLD practitioners make sense of who they are, what they do and how they do it. In analysing the content, level, direction and extent of the learning effort in relation to a range of influencing factors, it discusses the lack of CPD and other support opportunities available to staff. The paper shows how working alongside others enables staff to learn from each other, especially new practices and perspectives, and thus to bring fresh insights into their work. The main point is that staff development

that builds on collegial relationships and collective identities would enhance the availability of support and advice from colleagues and enable CLD practitioners to meet together for mutual support and development. CPD is enhanced therefore, when practitioners have access to collegial spaces in which to develop thinking and the capacity for reflection.

Type: Research

CARRICK TWO: 11.30-12.00 - PAPER 121

Creating continuous conversation: social work & the learning organisation

Keywords: the learning organisation, social work education, continuing professional education

Presenter(s): Liz Beddoe (University of Auckland)

Abstract:

The idea of 'the learning organisation' (Senge, 1990) has captured much attention in the human services field if only because it is assumed that the application of learning organisation rhetoric to learning and development policies will lead to the democratization of workplaces and the empowerment of social workers. In this study, the claims of 'the learning organization' are regarded as somewhat more aspirational than realistic and the claims, therefore, are clearly worthy of close scrutiny. While such notions as continuous improvement and critical reflection are popular concepts within the social work, it needs to be acknowledged that it is a major challenge to maintain these in the face of public ambivalence about the profession of social work and an underlying political intolerance of risk and uncertainty. Furthermore, managerialism in public services and its particular emphasis on the containment of risk, exerts pressures that are directly counter to ideals of empowerment. This paper presents a critical review of 'the learning organisation' as it has been adopted in social work and human services. Qualitative data from a study of the continuing education of social workers in New Zealand reveals that while many practitioners and managers are enthusiastic about the ideals of the learning organisation, their animation is tempered by practical considerations and constraints and many of the less benign aspects of managerialism. The compatibility of the learning organisation in current practice within the socio-political context of social work is therefore questioned. Practitioners clearly want 'learning workplaces' and as educators we need to support employers to build them whilst preparing graduates to work in them. Top-down models however, are generally ineffective in large corporate organisations and it is contended that small-scale local initiatives which engender critical, reflective and inquiring 'continuous conversation' may serve practitioners better.

Type: Research

CARRICK TWO: 12.00-12.30 - PAPER 122

Beginning teachers' perceptions of their induction into teaching.

Keywords: teacher education, induction

Presenter(s): Sue Hudson, Denise Beutel & Peter Hudson (Queensland University of Technology)

Abstract:

The quality of the experience in the early years of teaching has long-term implications for teacher efficacy, job satisfaction and career length. Comprehensive school-based induction programs are crucial for successful transitions into professional practice and for retaining beginning teachers in the profession. Indeed, quality mentoring programs can shape significantly beginning teachers' practices. However, in Australia, teacher induction occurs in an ad hoc, sporadic and piecemeal fashion often with inadequate support and mentoring with many beginning teachers left to navigate their way unaided into the profession. The aim of this qualitative, year-long study was to explore and describe the induction experiences of eight beginning teachers as they negotiated their first year of teaching. The participants of this study were selected randomly from a student cohort who attended the same Australian regional university and completed a four-year Bachelor of Education (Primary) degree. Multiple forms of data were collected from the teachers throughout their first year of teaching. By the end of the year only one beginning teacher appeared to be consistently mentored on whole

school programming, and planning for improving teaching with opportunities to visit classrooms of more experienced teachers. This lack of support was evident regardless that all the beginning teachers had indicated at the commencement of the year that they would need assistance in many aspects of professional practice. This study highlights the need for principals and school staff to re-assess their contribution to beginning teachers' development within specific school contexts, which includes the allocation of a mentor to discuss key issues and share practices, scheduled time for collaboration with colleagues, support for continued professional development, and clear guidelines for mentor support. Furthermore, these induction programs should reflect the needs of beginning teachers with mentoring programs tailored to enhance explicit teaching practices.

Type: Research

CARRICK THREE: 11.30-12.00 - PAPER 131

Learning to integrate services in a Scottish healthcare setting - the experience of West Lothian Community Healthcare Partnership.

Keywords: learning, communities of practice, integration, healthcare

Presenter(s): Tony Kinder (University of Edinburgh)

Abstract: Using original and previously unpublished longitudinal (including recent interviews with senior managers, GPs, social workers, Council officers and service users) the paper analyses the learning processes integrating services in West Lothian's CHCP. It challenges deterministic organisation frameworks of integration and using Wenger's community of practice approach analyses how the CHCP is successfully integrating care services for the elderly. In particular, it identifies the short psychic-distance between professionals and users and the localised nature of practice community learning, as contributing towards the CHCP's success.

Type: Research

CARRICK THREE: 12.00-12.30 - PAPER 132

No more 'NEEDS': growing confidence and improving skills around sexuality in social work research, learning and practice.

Keywords: sexuality, communities of practice, learning networks.

Presenter(s): Joy Trotter (University of Teeside) & Trish Hafford-Letchfield (London South Bank University)

Abstract: Social work is familiar with concepts such as social exclusion and marginalisation, and with practice that is anti-discriminatory and anti-oppressive. This might imply that social workers are adequately prepared to embrace equality and diversity, become 'culturally competent' and subscribe to moral and ethical standards which include respect for others, regardless of their sexual orientation. However research continues to document that sexuality issues are still marginalized or excluded in social work practice and education programmes. Technicist approaches to assessment and service provision have emerged which seek to identify the particular 'needs' of 'minority' populations. These have focused on non hetero-sexual people, implying a) heterosexuals do not have needs, b) non hetero-sexual people have only 'needs', c) non-heterosexuals can be regarded as one homogenous population and d) there are no overlaps or 'needs' that are held in common between the 'two' populations. Furthermore, it is assumed that once these so-called 'needs' are 'known', they will somehow be addressed. These assumptions have been criticised. It is important for practitioners, researchers and educators to be confident in articulating and developing these criticisms in their organisations to promote learning in this area. Problems arise due to lack of experience in leading on sexual orientation issues and the very few texts or support networks to draw on when addressing these issues in practice. This paper will explore the experience of developing a national Special Interest Group – The Sexuality Symposium. This 'community of practice' has enhanced discourse between practitioners, researchers, academics and students through a virtual and real support network. Regular conferences, workshops, joint research initiatives, on-line support and dissemination of best practice

through publications and consultation have led to mutual support, an increased knowledge base, growing confidence and enhancement of practice around sexuality. A number of these joint enterprises will be discussed.

Type: Research

HARRIS ONE: 11.30-12.00 - PAPER 141

Learning to be a social worker in the 21st century workplace.

Keywords: learning, social work practice education, workplace learning, communities of practice, practicum

Presenter(s): Lesley Cooper & Joan Leeson (Wilfrid Laurier University)

Abstract: The paradigm for learning social work practice is based in 19th and 20th century workplaces, and particular views about supervision and practice learning and teaching. Human services workplaces are changing rapidly in response to the value of service users as teachers, technology and knowledge transfer. Social work educators have an opportunity to respond, either reinvigorating social work practice education or maintaining the status quo. This paper examines and evaluates existing paradigms of social work practice education and compares these paradigms with research knowledge of learning in the work place. Social work paradigms have particular views of the teacher, ways of learning, the professional curriculum, and strategies and processes for learning. Workplace learning refers to teachers in workplaces, unique learning opportunities, canonical knowledge, a structured curriculum and broad learning strategies. Knowledge from research on workplace learning disturbs our existing paradigms for practice teaching and learning and challenges social work education to reconsider approaches to the practicum. The paper concludes with strategies applied by a faculty of social work to use communities of practice to improve the quality of social work education. This paper addresses how we are beginning to work in conjunction with agencies in a different way, challenging the divide between the academy and the field.

Type: Research

HARRIS ONE: 12.00-12.30 - PAPER 142

Exploring pedagogical practice within an online learning community.

Keywords: learning community, communities of practice, online, collaboration

Presenter(s): Alison Mander & Petrea Redmond (University of Southern Queensland)

Abstract: This paper will discuss the processes of engaging an online collaborative community of learners from three undergraduate cohorts in Canada and Australia. This community consisted of pre-service teachers and teacher practitioners. The aim of this community was to inquire into teaching and learning within secondary teaching contexts through different types of interactions such as student to student, student to teacher and student to curriculum.

The process of developing the online collaborative community will be discussed. This project provided students with a model of online collaboration to take with them into classrooms and the experience of participation inducted them into the realm of professional online communication as a part of their professional development.

During online discussion with practicing teachers the pre-service teachers explored issues of practice and pedagogical content knowledge. The findings illustrated that students interacting at a distance and online gained the advantage of multiple perspectives. They were able to bring their own questions and get the benefit of questions and responses of others. Implications of this project are discussed as they relate to improved outcomes for students and improved course design.

Type: Research

HARRIS TWO: 11.30-12.00 - PAPER 152

Work-based learning: negotiating and integrating theory and practice within the real world of organisational change.

Keywords: work-based, organisational, change, evaluation, reflection

Presenter(s): Lesley Moore (University of the West of England, Bristol) & Jane Bridger (University of the West of England, Bristol)

Abstract: Introduction - Recent criticisms of learning in the workplace suggest that there needs to be significant change in order to transform a rules based person into a professional, capable of integrating enquiry and evidence to enhance practice development. Rigorous systems underpinning work-based learning (WBL) may facilitate the educational process within the milieu of organisational change of human service provision. The preliminary findings being presented here are from an evaluation project, based on Pawson and Tilley's (1997) framework, which has been gathering evidence of good practice and issues regarding WBL. Methods - Triangulated data was collected from the learners, their mentors/facilitators, managers and academic staff. This comprised of a mixture of questionnaires, interviews, along with analysis of various documents, for example, learning contracts, and reflective assignments. Results - Preliminary analysis of data has revealed that personal development is the more dominant feature arising from WBL. Evidence suggests many transitions from passive to deep learning and growth in reflective practice. There are a number of key caveats to successful WBL, for example, a motivated learner supported by committed managers and learning facilitators. The project chosen should have a very clearly structured focus, and normally arise from organisational and personal need. There should be an acknowledgement that WBL is commonly more complex and time consuming than often considered at first. Managers and learning facilitators should be aware of the external and internal preparation, and dissemination that is required. The latter is crucial to ensure the organisation is engaged with the process and outcomes of knowledge transfer and exchange. Conclusion - The project has been exploring areas of good practice, and the issues that both academia and practice need to address in the future to enable promotion and integration of knowledge and practice. Thus sustaining a flexible and reality oriented mode of learning, which meets the challenges of organisational development and change.

References: Pawson R. and Tilley N. (1997) Realistic Evaluation. London: Sage Publications.

Type: Research

OCHIL ONE: 11.30-12.00 - PAPER 161

Using online technology to assist isolated social work students in rural practicum to undertake critically reflective practice.

Keywords: online education, social work, rural field education, critical reflection

Presenter(s): Fran Waugh & Deborah Hart (University of Sydney)

Abstract: For the past six years an online (WebCT) site has been used by educators in the Social Work and Policy Studies programme at the University of Sydney to educate social work students undertaking Field Education placements in rural and remote communities. From our initial evaluative research we found that sound pedagogy was a major factor influencing the learning outcomes achieved by students. Our subsequent research over the last six years demonstrates the importance of taking account of and responding to social work students' emotional engagement in the online learning processes.

This paper will explore students' experiences of engaging in critical reflective processes in the diverse and complex situations confronting them in the human service sector in rural and remote communities. The challenges and opportunities the students' experience raise for future social work education will be considered.

Type: Research

OCHIL ONE: 12.00-12.30 - PAPER 162

Communities of practice: a framework for professional learning

Keywords: communities of practice, professional learning, learning community, professional partnerships

Presenter(s): Margaret Clarke (University of Western Sydney) & Deb Clarke (Charles Sturt University)

Abstract:

In 2006 professional partnerships were formed between academics from the University of Western Sydney, Charles Sturt University and teachers from a cluster of four schools in the Parramatta Diocese in New South Wales, Australia. The purpose of the

professional partnership was to create a dynamic learning community that was committed to reflection and to enhancing teaching practice to improve student learning outcomes. Acting as brokers in the emerging community of practice (Lave & Wenger, 1991; Wenger, 1998), the academics engaged with school project teams and whole school staff in professional learning activities including professional learning plans and authentic assessment.

The paper to be presented at the Practical Learning: Achieving Excellence in the Human Services Conference in Edinburgh in January, 2008 will report on the creation and sustainability of the community of practice from the perspectives of both the academics and the school project teams and showcase student work-samples of authentic assessment.

Type: Research

OCHIL TWO: 11.30-12.00 - PAPER 171

EIPEN (European Interprofessional Education Network in health and social care): developing a transnational interprofessional community of practice.

Keywords: interprofessional education, intercultural communication, European projects, boundaries

Presenter(s): Dr Marion Helme (UK Higher Education Academy - Subject Centre for Health Sciences and Practice at King's College London)

Abstract: This presentation, which will be prepared in consultation with some of the partners in EIPEN and draw on the project evaluation, will include an outline of the project, a critical review of the partnership as a community of practice, and learning for future practice in working with transnational partners. EIPEN is a transnational network, part funded (50%) by the Leonardo da Vinci Community Action Programme 2005 to 2007, with partners in six European countries (UK, Poland, Hungary, Sweden, Finland and Greece). The aims are: to promote good practice in interprofessional education and to develop a transnational network in Partner countries. The outcomes of the first two years of EIPEN are a website to which partners contribute (www.eipen.org), an international conference: 'learning together to work together' hosted by one of the EIPEN partners, the Jagiellonian University in Krakow, in September 2007, and some development of national networks in the partner countries. There are several possible futures for EIPEN dependent upon the imminent outcome of funding applications and evaluation, but we expect to develop a European thematic network with a larger partnership and a focus on quality assurance in interprofessional education in 2008.

Interim evaluation and experiences of managing the project have indicated three areas which have been problematic for partnership working but which have also helped us to develop as a community of practice. These are:

• The problem of alignment – the meaning of the funding and differences in commitment

• Distinctions of language – inter, multi, profession, discipline – and intercultural communication.

• What counts as innovation and how organisations and people can learn from others' experiences within different structures and systems.   The presentation will be illustrated with examples of how we have worked with these and other problematic areas to build the partnership.

Type: Research

OCHIL TWO: 12.00-12.30 - PAPER 172

Post qualifying specialist awards: approaches to enabling work-based learning in social work.

Keywords: practice learning, work-based learning, enabling others, capability, post-qualifying social work

Presenter(s): Lynne Rutter & Sarah Williams (Bournemouth University)

Abstract: All post-qualifying social work specialist awards are required to include 'enabling the learning of others', so that specialist social workers can provide basic support to learners in the workplace (GSCC 2006). This paper reports on a new programme unit designed at Bournemouth University to meet these requirements. We follow the ideas of authors such as Lester (1995), Fook et al. (2000), and Barnett & Coate (2005) who show that professional development should be more concerned with approaches and processes (capabilities) rather

than fixed knowledge and outcomes (competences). In order to deal with the complexity and uncertainty of practice, these authors place importance on practitioners being able to identify and interpret the multifaceted nature of situations whilst considering a range of alternative options. The type of practice learning required to develop such skills, abilities and attributes is also necessarily rich in complexity and our design thus aims to provide for these more holistic and flexible aims.

We advocate a mindset of continuing learning through critically reflective practice and collaboration with others, which aligns with the notion of building learning organisations and with a more meaningful integration of learning and practice. The presentation will discuss our learning materials and pedagogy, which aim not only to encourage and develop active, experiential, and critically reflective learning but also to provide constructive and creative methods for the enabling of such learning in others. In this way we believe social workers may be educated to fully develop the professional capability or dynamic competence (Doel et al. 2002) that will allow themselves and others to function effectively in the complex world of practice. The specially written book for this unit will be distributed free to participants at the workshop.

Type: Research

Parallel session 2: workshops and symposia

CARRICK ONE: 1.30 – 3.00 - WORKSHOP 211

SCQF & RPL social services project.

Keywords: recognition of prior informal learning, learning from experience, SCQF, developing confidence, reflective writing

Presenter(s): Dr Alison Harold (SSSC) & Ruth Whittaker

Abstract: The Recognition of Prior Informal Learning (RPL), a key development in the implementation of the Scottish Credit and Qualifications Framework in social services, enables employees to draw from what they had learned from their experience to work towards qualifications for registration with SSSC and for continuous employee development. The RPL-SVQ project developed materials to support learners as they grow in confidence, recognise the skills and knowledge they have learned from previous experience, and develop the capacity to think and write reflectively. The materials also support learners through assessments towards SVQ3 in Health and Social Care. The RPL materials were tested in the first stage of a pilot study with groups of learners and mentors in voluntary, public and private organisations. Stage one evaluation concluded that this RPL process was very successful in helping learners to develop their confidence and to reflect critically on their practice. Stage two involves tracking learners as they work towards attaining SVQ3. Focus group feedback will contribute the final project evaluation. Four documents make up the guidance and resources for mentors and learners: Mentor Guidance; RPL Resource Pack; Profiling Tool; Links to SVQ3 Unit HSC33 – Reflect on and develop your practice. Although the materials were developed to support learners working towards SVQ3 they have much wider use. They can be used to support all aspects of workforce development including: Gaining a range of qualifications; recruitment; induction; supervision and appraisal; performance interviewing.

Type: Workshop

CARRICK TWO: 1.30 – 3.00 - WORKSHOP 221

A study of learning for practice through post qualifying education arrangements in Scotland from 2001-2008.

Keywords: recognition of learning in practice, portfolio preparation for assessment, strategies for supporting CPD

Presenter(s): Kate Skinner (IRISS) & Mary Coles (PQ Consortium for Social Work in Scotland)

Abstract: In this workshop we will contextualise postqualifying (PQ) social work learning in Scotland, and then describe a study of this learning activity in Scotland over a seven year period. The aims of the study were to: obtain a picture of candidate profiles and their PQ activity; examine their experience as learners in the workplace and on accredited programmes; explore the experience of assessors and mentors; evaluate the impact of supports for candidates' learning.

Data were collected from records, surveys and selected interviews with, among others, candidates, assessors, mentors and academics. The key themes of the workshop are therefore: the integration of learning and practice through critical analysis and reflection which facilitates knowledge generation, knowledge transfer and knowledge use; integrating research awareness and understanding into practice; the creation of communities of learning and the support required for learning in the workplace to be developed, recognised, formalised and submitted for assessment; learning collaboratively across professions, agencies and teams. The workshop will contain input on our preliminary findings from the study, plenary discussion and small group or pair's exercises. This will draw upon participants' views and experiences of workplace learning and its assessment; what helps and what hinders; and the most effective structures and process that facilitate the integration of this learning into organisational development.

Type: Workshop

CARRICK THREE: 1.30 – 3.00 - WORKSHOP 851

Practical skills for managing information overload using news feeds and social bookmarking.

Keywords: information overload, managing information, knowledge transfer

Presenter(s): Ian Watson (IRISS)

Abstract: Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner are increasingly recognised as key skills for lifelong learning and a pre-requisite for effective participation in the information society. In the workplace there is often an implicit assumption that workers, particularly those employed in a professional role, possess these skills, collectively known as 'Information Literacy'.

At the same time the effect of the so-called Web2.0 technologies is to place powerful knowledge and information management tools in the hands of the practitioner. While this can be empowering, the professional practitioner, faced with an array of tools and choices, may also feel overwhelmed by technology as well as information. While recognising the importance of strategic approaches to improving the overall level of information literacy in society, this workshop will demonstrate how, at a practical level, some key technologies can be easily and effectively deployed to the benefit of human services workers. The technologies do not in themselves provide a panacea. The objective, rather, is to introduce practitioners to the possibilities and remove the 'fear factor' that inhibits experimentation so that they may make informed decisions on applicability and relevance. The workshop will: demonstrate how Really Simple Syndication (RSS) delivers information in the form of news feeds; show participants how to use RSS to keep informed and up-to-date; demonstrate the use of social bookmarking to keep track of information sources; highlight ethical and legal matters.

Type: Workshop

HARRIS ONE: 1.30 – 3.00 - WORKSHOP 281

Making a framework for good practice.

Keywords: good practice; social services; social welfare; kite-marking; framework.

Presenter(s): Patricia Kearney (Social Care Institute for Excellence); Prof. Mike Fisher (Social Care Institute for Excellence) ; Prof. Harry Ferguson (University of the West of England); Karen Jones (University of the West of England)

Abstract: The Social Care Institute for Excellence has been asked by Government to develop a framework for best practice for the England social care sector. We propose that the framework should enable the sector to kite-mark practice claims. The work raises a number of challenges and problems for us : Why has a definition of good practice become central to the Government's Modernisation Agenda? How do we focus on direct practice and integrate this with other areas of social care practice such as commissioning, policy development and inspection? How do we demonstrate need for iterative relationships between these activities? How do we emphasise outcomes over processes and procedures? Can we avoid hierarchical categories of practice? How can we encourage the sector's interest and engagement in using and contributing to social care knowledge?

Type: Workshop

HARRIS TWO: 1.30 – 3.00 - WORKSHOP 251

Developing sustainable inter-professional working structures and cultures the role of reflective case discussion forums.

Keywords: inter-professional working relationships, reflective practice, professional cultures, organisational structures, communities of practice

Presenter(s): Dr Gillian Ruch (University of Southampton)

Abstract: Effective inter-professional working (IPW) is an essential and integral component of good practice within the fields of health, education and social care. For the effectiveness of IPW to be maximised the cultural and structural conditions that promote its development require attention, in particular the conditions that enable IPW to be sustained over time. The development of IPW has been accompanied by a growing recognition of the contribution of reflective practice to professional activities in the field of human services. This development, however, has tended to be more uni-professional with less attention paid to: how the different professional groups understand reflective practice; how a shared understanding of reflective practice might develop; identifying and developing forums that facilitate inter-professional reflective practice. This workshop will introduce a case discussion model that demonstrates how forums for reflective practice can contribute to enhanced IPW. By encouraging professionals to explore practice-related issues in a reflective and non-threatening manner the workshop allows group members to discover: the diverse sources of knowledge comprising reflective practice; how these 'knowledges' shape the different professional responses/practice; the influence of professional cultures on IPW and inter-professional relationships; the nature of cultural and structural obstacles to enhanced inter-professional understanding and working; the contribution of reflective cultural and structural opportunities to enhanced inter-professional understanding and working. A strength of the model lies in its ability to unlock cultural obstacles to IPW and to provide a structure that will enable professionals to sustain their commitment to IPW, even when 'the going gets tough.'

Type: Workshop

OCHIL ONE: 1.30 – 3.00 - WORKSHOP 261

When clinical is personal & learning is relational.

Keywords: connections of self, practice, learning, others

Presenter(s): Jeff Faris, Bill Hardy, & Kieran Vivian Byrne (The Family Institute University of Glamorgan)

Abstract: We have many strands to the teaching and learning culture we attempt to create and recreate here at the Family Institute. We train family and systemic psychotherapists from a wide range of professions. The culture leans toward a community of practice of evolving clinical, learning, professional and personal change. These co-exist and converge at various points during our training courses. This

paper highlights the faces of the personal/professional and team learning cultures which we seek to promote through greater cohesion, understanding in the application of ideas in and for practice. We propose that developing these areas of our practice as teachers has benefits our students. Although not always readily visible on a day to day basis this learning culture promotes difference, diversity and complexity and brings collaborative practice to the heart of the work of many of our highly skilled practitioners, who also happen to be for a short time our students.

Type: Workshop

OCHIL TWO: 1.30 – 3.00 - WORKSHOP 271

Firm foundations: creating an organisational climate for research utilisation across children's services.

Keywords: children's services, research utilisation, evidence-informed practice

Presenter(s) : Colleen Eccles (Research in Practice: www.rip.org.uk)

Abstract: Research in Practice www.rip.org.uk is England's leading children and family's research utilisation organisation. Over the last ten years Research in Practice has worked closely with Local Authorities and National Organisations in England, and recently Ireland and Wales, to embed evidence-informed practice into the bloodstream of agencies working with children and families.This workshop will attempt to distil the learning from over that period and pass on to participants 'What Works' in implementing strategies to encourage research utilisation in developing policy and practice. Demonstration of tools and training materials will be provided along with explanation of the "Change Project" methodology that has proven a successful method of engaging practitioners and managers in producing tools for change in areas such as leadership, teamwork, service evaluation, research use in the family courts, e-learning and young people offending and alcohol misuse.

Type: Workshop

OCHIL THREE: 1.30 – 3.00 - WORKSHOP 231

Quarriers: a decade of learning about learning.

Keywords: learning, organisation

Presenter(s): Frieda Park (Quarriers)

Abstract: This workshop will: inform participants about the systems, processes and values that underpin our quest to be a learning organization; enable participants to reflect on their own organisations and the strengths and weakness they have in relation to learning;enable participants to identify actions to develop their organisations as learning organisations. We will be looking at:

Person-Centeredness: this is a fundamental value underpinning the way we work with people we support and in how we seek to support and develop staff. As well as valuing individuality it also means having a can do attitude, willingness to take risks and flexibility.

Involvement of staff and people we support: how does this happen and how does it affect the organisation in its systems and processes and practice? There are, for example, Practice Development Groups and Networks for areas of practice and cross-cutting issues, such as family support work and equalities. There are effective groups representing people we support such as young homeless people and people with disabilities. What impact are they having?

Management, communication, policies procedures and standards: how these support good practice

Learning is explicitly valued: learning from mistakes and not perpetrating a blame culture. Exchanging good practice. Expectation that everyone is involved in learning and development. Organisational investment in learning and development.

Quarriers On-Line: new IT platform is going to be rolled out from March 2008. This will allow us to develop social networking sites, blogs and delivering e-learning. What are our plans for practice development and sharing knowledge and learning on-line?

What needs to improve: we're not perfect and work in a challenging environment. What are the issues we've identified that we need to do better at to continue to aspire to be a learning organisation?

Type: Workshop

Parallel session 3: research and practice papers

CARRICK ONE: 3.30–4.00 - PAPER 311

Practice learning & social work: what difference has a degree made?

Keywords: practice learning, social work, evaluation

Presenter(s): Jo Moriarty, Martin Stevens (King's College London) Gillian MacIntyre, & Joan Orme (Glasgow School of Social Work)

Abstract: The integration of theory and practice is of key concern to all those involved in delivering professional qualifying education. Increasing the time spent on practice placements was one of the key changes introduced as part of the implementation of the social work degree level qualification in England, This paper will draw on information from the national evaluation funded by the Department of Health to discuss how this change has been received by students, practice assessors, social work educators and employers. Social work students are also increasingly working in non social work and multi agency settings and the paper will consider the implications of these changes not just for social work education but for all those for involved in working across the professions.

Type: Research

CARRICK ONE: 4.00-4.30 - PAPER 312

The practicum as a site for student teacher learning: Do the participants share understandings as to how this occurs?

Keywords: student teacher learning, communities of learners

Presenter(s): Dr. Mavis Haigh (The University of Auckland)

Abstract: When beginning teachers are questioned as to the effectiveness of different components of their initial teacher preparation programme for preparing them to teach, the practicum is frequently identified as the most significant part of the programme. This paper draws on data generated during a study that explored the practicum as a site for learning to be a teacher. In this study primary teacher education students, their associate teachers and their university-based visiting lecturers were interviewed regarding their perceptions of what the students learnt, how they learnt and what enabled or hindered this learning. Two case studies are presented to demonstrate how understandings of how and what student teachers' learning on the practicum might be shared, or not shared, between the three participants in the experience.

Type: Research

CARRICK TWO: 3.30–4.00 - PAPER 321

A triangulation multi-sites case study of abandoned young people in residential care & care leavers in Saudi Arabia.

Keywords: linking practice and practice, involving service users and service providers, listen to unheard voices of young people, learn how to review religious and cultural applications in practice and policy

Presenter(s): Ahmed Albar (University of York, Imama University)

Abstract: The study aims to explore various needs of young people in residential care and care leavers: financial, social, emotional, marital, vocational and educational; how the subjects were impacted by being born of unknown parents and by being placed in residential care (stigma and identity as big themes); how the provided programmes, services and policies were perceived by service users and service providers in helping young people meet their needs; and lastly whether there is a need for further services and programmes young people may need through care and after leaving care. The implicit aims were to see how young people about to leave care and care leavers were ready and prepared to leave care. What sort of programmes might they need more of and why? In what ways do they need the leaving care services? Enhancing social justice, empowering service users and promote their welfare and improve their situation while in care and after leaving care are the implicit objectives of this study (Butler,2002). Triangulation of a variety of data collection methods both quantitative but mainly qualitative methods had been methodological

triangulation. That included questionnaires, interviews, focus groups, observation, field notes or field log and documents analysis.

Type: Research

CARRICK TWO: 4.00–4.30 - PAPER 322

Learning to Learn: the collaborative challenge.

Keywords: collaborative learning, skill development, inter- & intra-professional

Presenter(s): Louise O'Connor (London South Bank University)

Abstract: Collaborative learning within and across professions aims to promote deeper learning and contribute to effective interprofessional partnerships in the delivery of human services. This study explores the impact of an innovative learning and assessment process delivered to two diverse groups of mature nursing and social work students. The course was designed to enhance students' 'intrinsic motivation' (McDowell 2001) in terms of their engagement in the meaning and practice of partnership as part of the learning process. A series of interactive groupwork activities required collaborative partnership which culminated in a group assessment task. The aim was to engage learners in the practical reality of intra- and inter-professional partnership whilst exploring their theoretical understanding of collaborative partnership in the human services. This study aims to evaluate how aspects of the learning & assessment process contribute to students' collaborative and individual learning and how effectively this process contributes to skill and knowledge development both within and across professional boundaries. Data was collected from the first joint cohort of employment based students (seconded by employers) using questionnaires. A focus group facilitated more indepth and qualitative exploration of key themes arising from the initial analysis of questionnaires. A second stage of this study will gather data from a further cohort of social work and nursing students. Initial findings indicate the complexity of intra- and inter-professional partnership and the challenges and opportunities inherent in collaborative learning. The learning process challenged individual perceptions of professional identity, behaviour and perceived commonalities in the student group. This study provides valuable messages about how dynamic collaborative learning can positively contribute to learning across and within professions.

Type: Research

CARRICK THREE: 3.30–4.00 - PAPER 331

Swapping roles or swapping desks? When experienced practitioners become students on placement.

Keywords: practice learning, prior experience

Presenter(s): Prof. Beth Crisp & Dr. Jane Maidment (Health and Social Development, Deakin University)

Abstract: The social work education literature on the preparation of students for their first practice learning placement, and the support needs of such students once in placement, tends to include implicit assumptions that the students being placed are novice practitioners, with little experience of working in social welfare agencies. While there are some students for whom these assumptions are undoubtedly correct, another common phenomenon is that practice experience often leads to practitioners enrolling in professional degrees to qualify as a social worker. As credit for prior work experience in social welfare settings is not currently allowed for Australian social work students, we routinely work with aggrieved students who believe they should be exempted from placements, some of whom subsequently find the transition from experienced practitioner to student on placement somewhat difficult. This paper reports on a study which sought to explore the specific needs of experienced practitioners who become social work students on practice learning placements, with the aim of developing procedural recommendations for the placement and support of such students in the future. One of our findings was that several of the students continued to identify as practitioners, albeit in a different agency or program from their normal place of employment, rather than take on the student identity. The implications of this for the development of practice learning opportunities for students who are experienced practitioners will be discussed.

Type: Research

CARRICK THREE: 4.00–4.30 - PAPER 332

Let's Talk: A discursive approach to training professional community educators

Keywords: Habermas, discursive pedagogy, critical competence, community education, professional training

Presenter(s): John Bamber (University of Edinburgh)

Abstract: This paper considers how HE lecturers and students could collaborate to produce appropriate practice knowledge in the subject area of community education. It argues that four principles derived from the Habermasian concept of communicative action, could inform the requisite teaching and learning strategies. The first principle directs attention to the acts of reciprocity that underpin learning. The second focuses on how practice knowledge can be constructed through redeeming validity claims. The third signals the necessity of safeguarding participation and protecting rationality in argumentation. The fourth points to the idea of competence as a constructive achievement. Taken together, the principles express the ideal of a discursive pedagogy based on a commitment to open communication and argumentative reasoning. Approximating the ideal conditions of a such pedagogy, it is argued, could help to develop critically competent professionals who are able to address the why and how of practice simultaneously.

Type: Research

HARRIS ONE: 3.30–4.30 - SYMPOSIUM 371

Maps, gaps and traps: how can multi-disciplinary research contribute to better communication across the great professional divides?

Keywords: multi-disciplinary research, methodological traditions in research, values and research, creating a research-aware culture

Presenter(s): Kate Skinner (IRISS), Prof. Stephen Baron (Strathclyde University), & Prof. Alan Gilloran (Queen Margaret University)

Abstract: Within the disciplines of education, health and social services there are many internal 'silos, and working across and between them presents many challenges. Add multi-disciplinary working to the mix, and the possibilities for greater benefits for staff and service users increase, but so does the potential for confusion and disappointment. However, perhaps research could provide neutral territory in which staff from all professional groups could lay aside their anxieties and agree to learn from and with each other. Inside all three professional groups there are exhortations to become reflective practitioners, but there is evidence that this process is regarded fearfully by staff, as anxieties about evaluating work and finding it less effective than had been assumed can be potentially overwhelming (Skinner and Whyte, 2005). The possibility that reflection and evaluation might give affirmation of work done is often overlooked. Building research capacity is on the agenda for all, along with the need to enable staff to become research-literate, able to conduct modest research projects and able to apply research findings to daily practice. Is the notion of multi-disciplinary research an inhibitor, or could the greater scope for learning give added excitement, interest and value? The concern of practitioners, managers and policy-makers is that research clearly answers a given question, whereas researchers are concerned that studies are rigorous, robust and methodologically sound. Research findings are necessarily 'imprecise, complex and contingent' (Nutley and Davies, 2000. p. 35). Bringing these concerns together is essential if the groups are to understand each other and if the culture is to change so that practitioners become research-literate, research producers and research users. In this Symposium experienced researchers in health, education and social services will lead a debate on what works in this important area.

Type: Symposium

HARRIS TWO: 3.30–4.00 - PAPER 341

Action research & collaborative communities for learning as a means of professional development & improved practice.

Keywords: action research, communities of learning, education, link between practice and research

Presenter(s): Dr. Donald Gray, Dr. Dean Robson, & Dr. Laura Colucci-Gray (University of Aberdeen)

Abstract: Funded by the Scottish Executive Education Department, the Hunter Foundation and

the University of Aberdeen, Scottish Teachers for a New Era (STNE) is investigating and developing a new model for teacher education. The Scottish Teachers for a New Era (STNE) team at the University of Aberdeen is a multi-disciplinary team of researchers and practitioners from the university and local authority partners who are responsible for developing evidence gathering activities related to: pupil learning gains/achievements; student teacher knowledge and performance; beginning teacher knowledge and performance; programme review and development. To support the generation of an 'evidence-rich' environment for programme and policy decision-making the team is developing a portfolio of quantitative, qualitative and mixed-methods studies. These evidence-gathering activities are designed to explore the characteristics of pupil learning, teacher learning and learning to teach to support social and educational inclusion. This presentation will focus on one particular aspect of the initiative, that of action research. The presentation will provide a broad background about the STNE initiative to set the context for the action research studies. It will then give an overview of the framework for professional development and improved practice through systematic reflective enquiry, or action research. There are three strands to the action research programme: an introduction to action research in year 3 undergraduate B.Ed programme, a focus on probationer involvement in action research and the support and development of practitioner action research through teacher action research scholarships. The presentation will outline the rationale behind, and the structure of, each of these strands of action research and link these to the development of a collaborative community for learning designed to enhance professional development and improve learning at a number of levels.

Type: Research

HARRIS TWO: 4.00–4.30 - PAPER 382

A study of social presence in blended social work education.

Keywords: blended education, social work, social presence, community of inquiry, community of practice

Author: Prof Walter LaMendola (University of Denver)

Abstract: Over the past two years, the Graduate School of Social Work at the University of Denver has undertaken a study of the development of social presence in blended social work education. One premise of the work was that blends of social work education needed to coherently address the salience of social presence to both the development of a community of inquiry related to academic work and to any community of practice related to the student's field experience. An effect of interest was the student's consequent adoption of professional values and ethics. Our research over the past six months indicates that while social presence develops community and can be measured, there seem to be major areas of incoherence between indicators of the inquiry community and that of practice. Preliminary findings also seem to support the conclusion that the many communities of practices at work during the student's field learning are the primary influences on the student's professional identity as well as the font of value and ethic adoption. This paper reports the preliminary findings of the study. Implications for blended education are explored, focusing on notions of reorganizing social work education from the perspective of creating virtual and geographic sites of public scholarship in human service organizations.

Type: Research

OCHIL ONE: 3.30–4.00 - PAPER 351

An examination of beginning teachers' self-presentation styles and strategies

Keywords: beginning teachers, self-presentation styles and strategies

Presenter(s): Hayuta Yinon (University of Haifa)

Abstract: This qualitative study, which adopts a dramaturgical approach, aims at exploring what impressions interns make through their self-reported cases and how they construct those impressions. For this purpose, fifty interns' self-reported cases, which were documented as part of an internship workshop's assignments and in line with a practice-based pedagogy, are being analyzed using Schütz's four styles of self-presentation (1998): assertive, offensive, protective and defensive. While the first two styles are used in order to look good, the other two are used in order not to look bad. The uniqueness of

the study lies mainly on three factors. First, although impression management styles and strategies have been applied to many domains, they have only few applications in educational research and in teacher education. This study aims at filling this gap in the literature. Second, since the performance component is inherent in the teaching profession, impression management is extremely important for teachers. Therefore, it is important to examine how teachers operate this mechanism. Third, the study focuses on self-reported cases, which the teachers chose to share with their colleagues. As such, these cases are perceived as meaningful by the teachers, and can open a window into their inner cognitive world, to which research has only a limited access.

The initial findings of the study reveal that interns used all Schütz's four self-presentation styles, with the protective style being used less dominantly. Furthermore, interns usually used a combination of a few self-presentation styles and didn't stick to one style. In addition, it seems that interns used the cases to present themselves as competent and serious teachers, as well as to encourage the group to support them.

Type: Research

OCHIL ONE: 4.00–4.30 – PAPER 532

Key capabilities in child care & protection.

Keywords: social work education, child care and protection, collaborating within and across agencies

Presenter(s): Margaret Bruce & Helen Whincup (University of Dundee)

Abstract: Not all qualified social workers will practice in the field of child care and protection but irrespective of their chosen area of practice, the concept that they all have a responsibility for protecting children runs through policy developments across the UK. An audit in 2005 evaluating the curricular content of Scottish social work qualifying programmes for the Scottish Institute for Excellence in Social Work Education (SIESWE) showed that child care and protection was covered within all Scottish universities, at all academic levels, but coverage varied in depth and approach. Staff from Dundee University Centre for Child Care and Protection have

worked with SIESWE to establish a consistent approach to child care and protection within the new qualifying courses. Following extensive consultation with stakeholders an agreed set of Key Capabilities in Child Care and Protection have been developed. These will ensure that all social workers at the point of qualifying can demonstrate their knowledge, skills and understanding in relation to child care and protection. These are aligned with, and complement existing standards and frameworks.

Key Capabilities in Child Care and Protection (Scottish Executive, 2006) are now a requirement in all Scottish qualifying social work programmes and work is ongoing to track and enhance their implementation. Although developed in Scotland, Key Capabilities could be integrated in courses across the UK and beyond. In this paper we will present Key Capabilities and discuss some of the emerging education and practice issues such as: the roles and responsibilities of all social workers towards children; collaborative practice within and across agencies; the extent to which the incorporation of understanding about child care and protection can enhance work with adult service users.

Type: Research

OCHIL TWO: 3.30–4.30 – WORKSHOP 381

Communities of practice: a social discipline of learning

Keywords: communities of practice, social learning

Presenter(s): Dr. Etienne Wenger

Abstract: Most institutions proceed from a similar set of assumptions: that learning depends on teaching, that books and classrooms are the locus of learning, and that the rest of life is application. What if we assumed that learning happens everywhere, that it is a natural part of life, and that if institutions have a role it is to support learning wherever it takes place? An important part of this shift in mindset is to recognize that the world of human knowledge is composed of a huge constellation of practices. The living communities that develop, share, and refine these practices then become a key element of learning. As we enter, engage with, and leave these communities, learning is a social journey as well as a cognitive process.

Learning transforms both our participation and our identity. This perspective entails a social discipline of learning, which has relevance for a broad range of contexts in which learning is a concern - whether these are informal or involve a substantial design component. This workshop will give participants an opportunity to explore in more detail the points made by Dr Wenger in the morning keynote.

Type: Workshop

OCHIL THREE: 3.30–4.30 – SYMPOSIUM 391

Teachers learning for practice across, from and with other professions.

Keywords: accreditation, registration, multi-agency working, integrated children's services

Presenter(s): Tom Hamilton (General Teaching Council for Scotland)

Abstract: The General Teaching Council for Scotland (GTCS) is the professional, regulatory body for Scottish teachers. To teach in a Scottish state, school teachers must be registered with the GTCS. The Council accredits all programmes of Initial Teacher Education (ITE) in Scotland and has ownership of the two relevant Standards for beginning teachers in Scotland. These are the Standard for Initial Teacher Education which students must meet on completion of their university ITE programmes and the Standard for Full Registration which new teachers must meet at the end of their one year Teacher Induction Scheme in order to gain full registration with the Council. Both Standards, and a set of Guidelines for Initial Teacher Education Courses in Scotland, have recently been revised and reissued. This symposium will look at how the revised publications reflect changing patterns of integrated children's services within Scotland and, in turn, give a lead to the development in initial teacher education of students and, in the early professional development within the teacher induction scheme, of teachers prepared to work more closely and effectively with professionals from other areas.

Type: Symposium

THURSDAY, 24 JANUARY 2008

Parallel session 4: research and practice papers, workshops and symposia

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CARRICK ONE: 11.30-12.00 - PAPER 411

Reflective, reflexive and research-minded practice.

Keywords: reflective, reflexive, research minded practice

Presenter(s): Pat Collingwood (University of Stirling / Learning Network S.E.)

Abstract: Reflective Practice in social work was introduced by Donald Schon in 1983. Although the use of reflective practice has become a useful tool for practice learning it has also become confusing for students as they attempt to develop their reflective thinking for practice. The use of Reflexive practice appears to help the student move from benign reflectivity (to think) toward Reflexivity (to think in context, understand difference and diversity and respond in an informed way. The journey through reflectivity and reflexivity takes the learner toward a search for meaning and toward research minded practice.

Type: Research

CARRICK ONE: 12.00-12.30 - PAPER 412

The use of co-operative inquiry in developing an inter-professional model of learning

Keywords: inter-professional, collaboration, co-operative inquiry, reflective learning

Presenter(s): Valentine Scarlett (University of Dundee)

Abstract: Inter-professional learning is part of the new Social Work Education Agenda and as such has to be brought effectively into University curricula (Scottish Executive 2006).This paper seeks to explore how the use of co-operative inquiry enabled nursing and social work to work together in exploring the value of inter-professional teaching sessions in the area of child protection (Reason 1999). It will demonstrate the inclusive and reflective nature of this

approach that encouraged the collaboration of both tutors and students in the process. The paper will evidence the use of reflective learning (Schon1983, cited Gould and Baldwin 2004) and cycles of inquiry (Dewey 1933) thus mirroring the approach both nursing and social work encourage in their teaching methods and curriculum development. The first cycle of the study focussed on two methods of teaching: lecture style and small group work. The initial findings indicated that the latter was more productive in its outcomes. It encouraged discussion and reflection at a deeper level and is a method that those involved built upon in the next cycle of inquiry. Phase two of the study will conduct another cycle of the inquiry process incorporating the findings from the first one, building on these in a way that might evidence the co-operative and reflexive nature of the process.

Type: Research

CARRICK TWO: 11.30-12.00 - PAPER 451

Identity and difference in the social work learning group: ageism exposed?

Keywords: identity, difference, age, social work education

Presenter(s): Cathryn Holmstrom (University of Sussex)

Abstract: This paper draws upon the findings of a project partially funded by SWAP during 2006-7. Whilst details of that project are not the focus of this paper, they form the context and backdrop for the debates explored here. Tutorial work between with school leaving students about some of the discriminatory experiences they had encountered during their social work studies on the basis of their age and perceived 'lack' of experience led me to explore those issues in more depth. The subsequent research project highlighted the extent of difficulties and the power and complexity of the student learning. Students had reported a sense of marginalisation from fellow social work students; from students in the wider university population; and from their external social networks who now regarded them somewhat differently. Social work education has a long commitment to widening participation and working with diverse groups of students. How can we extend this to include recognition of the many strengths brought by this group of students (whilst not triggering defensive/exclusionary behaviour in others) and how can we ensure our teaching and assessment does not encourage a 'deficit' approach on the basis of suspect assumptions regarding 'experience'. Drawing upon the work of Taylor, Bowl and others in relation to the experiences of those previously regarded as non-traditional students and synthesising the work of Teacher and more explicitly sociological work relating to identity and difference, this paper attempts to explain the findings of the research project and explore issues such as: What prevents the many strengths brought by the young social work students from being realised/ achieving full potential? How can group processes and the defensive actions of other students and staff serve to reinforce the potentially marginalised status of these students? What are the implications for our teaching and learning and support mechanisms of working with this younger group?

Type: Research

CARRICK TWO: 12.00-12.30 - PAPER 452

Learning the language of multidisciplinary practice.

Keywords: discourse, communities of practice, multidisciplinary practice, language, learning.

Presenter(s): Dr Stephen Loftus, & Prof Charles Higgs (Charles Sturt University)

Abstract: This research explored the ways in which various aspects of language are used by health professionals, and how these are modified in multidisciplinary practice. It was found that professional practice involves the coordination and mastery of a range of language skills, such as the ability to use the dominant metaphors and narrative forms of a profession. These skills have to be deployed in ways that other members of the profession find intelligible, legitimate, persuasive and carrying the moral authority for subsequent action. In multidisciplinary practice these skills must be modified in subtle ways so that health professionals from other communities of practice can accept each others' findings and coordinate complex management plans.

Type: Research

CARRICK THREE: 11.30-12.00 - PAPER 421

Making transitions from academic literacy to professional literacy: the nexus of the practical and the theoretical.

Keywords: transitions, employability, lifelong learning, professional literacies.

Presenter(s): Dr. Jan Millwater (Queensland University of Technology)

Abstract: Current research suggests that as tertiary educators we question our assumption that if students are well equipped with graduate capabilities and academic literacies, then they will be able to function in their new post-graduation environments as professionals. Hence we ask, are our graduates fully able to understand how to learn, how to engage with colleagues and how to become a successful practitioner within a new professional space. This paper problematises the terms - tertiary and academic literacies, competencies, graduate attributes, employability skills, transferable skills and lifelong learning. The term 'professional literacies' is used in this paper to encompass the various professional attributes, skills and attitudes that enable our graduates learn to act and to act strategically within their new professional environments. This paper therefore explores the question -'if the students who are soon to be our colleagues have (in theory) amassed academic or employability skills, how and what do we do to engage with them to support their synthesising these skills (in practice) and to extending them into becoming professional literate in any professional context.'

Type: Research

CARRICK THREE: 12.00 - 12.30 PAPER 342

Bridging the gap between theory & practice.

Keywords: academic and practice domains, assessment criteria and standards, SCQF levels, partnership working

Presenter(s): Roisin McGoldrick (Glasgow School of Social Work)

Abstract: In the matrix of requirements facing providers and other stakeholders of the new degree in social work it is important to have a clear understanding of the points of convergence and the criteria used to assess students work in both academic and practice domains. As each layer maps on to another it is possible for the assessment criteria to become too complex and perhaps too dense to be easily understood and shared by the wide constituency of groups with an interest and investment in the process. We need to establish a clear, shared understanding of what is required by whom, for what purpose and why. The assessment criteria and standards applied need to be perceived as credible by both practitioner and academic colleagues. If this can be taken forward as a shared enterprise it should allow confidence in the new degree to grow and develop and to be viewed as 'fit for purpose'. The Scottish Credit and Qualification framework is a familiar tool in academic circles but perhaps less so in the practice arena as yet. The Standards in Social Work Education are likely to be better understood in both domains but the linking of them both in a meaningful and accessible way is the challenge must be addressed if we are to bridge the gap between theory and practice in a way which values and respects the core activities in each. This paper will explore some attempts to do this in a joint project between the Glasgow School of Social Work and the Scottish Institute for Excellence in Social Work Education.

Type: Research

HARRIS ONE: 11.30-12.30 - WORKSHOP 461

Recipients as resources: three examples of students helping other students to learn.

Keywords: practice learning, peer learning, learning culture, placement development

Presenter(s): Stuart Eno, & Bob Leeson (Perth & Kinross Council)

Abstract: Very few students or learners do not bring significant previous knowledge and experience with them to the learning process. Even those who start with limited prior expertise will have a developing body of knowledge & skills as they progress through their training – not least, current experiences of that learning process. This suggests a potential pool of additional resources. The workshop will present two

examples of learners providing inputs to members of a successive cohort at an earlier stage in their course, along with a proposed new development. The first involves in-placement students hosting a visiting group undertaking an action-learning assignment. In the second example, an undergraduate student leads critical feedback on a Masters' student's video interview with a service user. In these examples, the contributing learners were all social work students in the second half of their qualifying courses. They agreed to become involved whilst out in practice learning settings, with their inputs to their colleagues clearly located in the practice-based learning framework of the relevant course. The final example is the planned use of newly qualified staff contributing to placement preparation as part of their own post-qualifying development. In the workshop, we will look at the experiences of all the parties involved – agencies, both groups of students, tutors and practice teachers/supervisors. We will try to identify the significant elements and outcomes for the learners. We will ask participants to explore possible opportunities for a similar approach in their different agency settings, and with a broader range of learners. We will also look at some of the likely barriers, and ways we might tackle them.

The workshop will include a brief overview of the three initiatives, a summary of the elements and outcomes to date, and group discussion of the central ideas. We would hope to present short DVD clips of some of the work.

Type: Workshop

HARRIS TWO: 11.30-12.30 - WORKSHOP 471

Creative practice and research synergies: changing lives through mentoring & listening to the voices of potentially excluded learners.

Keywords: potentially excluded learners, mentoring, supported access, synergy, listening to voices

Presenter(s): Dr Dina Sidhva, Nasra Bibi, Cathy Macnaughton (Multi-Cultural Family Base) & Mo McPhail (Open University)

Abstract: This workshop will explore how creative synergies between practice and research can be utilised to foster and promote access to social

services' qualifying programmes for potentially excluded learners; through BME mentoring and language services. In particular it will look at how the BME Mentoring pilot project was rooted in evidence based research by Singh (1999 and 2005) that demonstrated the value of individual and group support and the need for social work education providers to build relationships with local Black voluntary organisations and to provide mentoring support to facilitate access. It will focus on how the practice and research synergy provided the impetus for giving a voice to individuals from marginalised groups, such that they are able to bring about some change in their lives, by creating opportunities and pathways to participate in a social-services workforce that is better equipped to meet their needs. The Aims of the Workshop are to explore, share and develop a deeper-understanding of the power of practice and research synergies in understanding and working with 'Inclusive practice', 'listening to the voices of potentially-excluded-learners and bringing meaningful change in their lives', 'creative partnerships', 'Cultural Diversity', 'Widening Access', 'BME-Mentoring and ADP' against the backdrop of "Changing Lives: 21st Century Review".

Type: Workshop

OCHIL ONE: 11.30-12.00 - PAPER 431

Improving practice in initial teacher education.

Keywords: initial teacher education, 21st century, geography, stakeholders' perceptions, early professional learning

Presenter(s): Ashley Reid (University of Strathclyde)

Abstract: 'A Curriculum for Excellence' (SEED, 2004a) and publications such as 'Better Behaviour-Better Learning' (SEED, 2001b) and 'Determined to Succeed' (SEED, 2003) strive to enable "pupils to be successful learners, confident individuals, responsible citizens and effective contributors." (SEED, 2004b, p.15). They signal a shift away from a traditional, knowledge-driven curriculum towards a more skill-based, flexible, creative system which highlights the importance of transferable skills. In contrast there is little evidence of change within Initial Teacher Education. The First Stage Review of ITE (2001) raised several questions with regard to the

credibility of ITE staff and quality of campus based elements of ITE courses. The need for ITE providers to illustrate and promote best practice was also emphasised. An additional requirement from the review was to build upon the essential thread of CPD. 'A Teaching Profession for the 21st Century: Agreement' (2001) yielded several critical comments from students, probationers and registered teachers about the quality of ITE they had received. The Second Stage Review highlighted that ITE is only "the initial phase in a continuum of teacher education" (Scottish Executive, 2005, p. 7). If we are to ensure that ITE prepares students for the challenges of a 21st Century school, the way teachers are trained and the extent to which they feel prepared to meet these challenges must be examined. This research is interested in assessing stakeholders' perceptions (probationers and mentors) of the value of the Geography university based element of the PGDE course in relation to their probationary year. This small-scale reflective case study employed mixed methods to analyse questionnaire and 2006 GTCS Interim Profile data gathered from 25 probationers and 19 mentors. It provides some interesting and relevant insights into key issues relating to ITE and those involved in the human services.

Contribution: Early professional learning is a key area of research currently within the field of ITE. Schools and their approach to professional development are currently undergoing considerable change. Initial Teacher Education needs to listen to the voices of stakeholders and adapt to meet the requirements of 21st Century schools.

Researchers, policy makers such as the GTCS and practitioners with an interest in education would be the intended audience.

Type: Research

OCHIL ONE: 12.00-12.30 PAPER 432

Growing research in practice: messages for social work education.

Keywords: social work education, practitioner research

Presenter(s): Phil Harington & Liz Beddoe (University of Auckland)

Abstract: Preparatory education for social work routinely includes time spent learning about research, although this varies widely according to the duration and academic level of the programme. In spite of this preparation, once practising, social workers concentrate on the 'prime tasks' of work at the front line. We suggest that social workers enter a world where they no longer have to write scholastically, undertake critique of practice, utilise theory or conduct research. They do not see these tasks as integral to 'doing social work' and yet their work is located in contested ground. Practitioners often lack confidence to engage in scholarship and research and when these disciplines fall into disuse there remains little room for reflexive considerations. This paper reflects on an innovative programme which explored the challenge of raising the research capability and confidence of groups of practitioners in a range of social work settings in Auckland, New Zealand. The authors were members of a team providing mentoring to participating practitioner teams whose projects took place within their work settings. Qualitative data with practitioner-researchers were collected via individual and group interviews, from recorded discussions and debriefing activities and from our own field notes. The data indicate considerable enthusiasm for practice research despite the challenges of time, knowledge and resources, but suggest that building research capability and confidence requires several strategies. The collaborative process trialled in this project appears to have potential but raises questions about the messages given in pre-service education concerning scholarly aspects of social work. How, therefore, might social work educators instil the belief that research skills are as important for good practice as are interviewing and assessment? Some suggestions for preparatory and continuing education are presented for further discussion within the profession.

Type: Research

OCHIL 2: 11.30-12.30 - WORKSHOP 481

Developing evidence-based practice in a UK children's charity: the Barnardo's experience.

Keywords: evidence based practice, research skills, using research in practice

Presenter(s): Sarah Frost, & Dr Mary Duffy (Barnardo's)

Abstract: Service planners increasingly recognise the need to develop more effective ways of implementing evidence-based practice and improving research utilisation. Barnardo's is a UK Children's Charity with a history of responsiveness to research which has been promoting an evidence-based approach to children's services since the mid-1990s. Widely perceived in the UK as a leader in producing 'what works' evidence, the challenge for Barnardo's is to apply this evidence in practice in our 380+ services for children and young people.

Barnardo's has invested in evidence-based practice (EBP) over a number of years. This session will describe our experience and expertise in the area of research utilisation and adoption of evidence based approaches. Specific resources, initiatives and staffing which have contributed to this work will be outlined, including:

A recent strategy for the development of EBP within Barnardo's which seeks to bring together a coherent approach and maximise the expertise and resources available and identifies 3 key areas for development. 1) The development of organisational commitment to and ownership of evidence-based practice 2) Increased access to research evidence and evidence-based practice materials 3) Increased use of evidence-based approaches amongst staff.

The role of a specific Development Officer post to develop and support EBP within the organisation who acts as a facilitator and conduit for communication between researchers and practitioners; An Evidence Request Service (ERS) which seeks to improve the dissemination and communication of research and evaluation information.

'The Evidence Guide', a training resource which seeks to encourage inquisitiveness about research evidence and equip practitioners with the knowledge and skills required to locate, appraise, adapt and apply evidence in practice.

This session will describe some of the successes and challenges for Barnardo's, and highlight lessons and opportunities for organisations in the wider social care sector, in their quest to become more evidence based.

Type: Workshop

OCHIL 3: 11.30-12.00 - PAPER 441

Confidence & community: development needs of newly qualified social workers.

Keywords: newly qualified, learning and development, practice learning, communities of practice

Presenter(s): Tikki Immins & Lynne Rutter (Bournemouth University)

Abstract: The learning associated with newly qualified workers centres around the development of professional competence and capability. Such development has become a wider subject for debate as recent policy emphasis suggests that the overriding purpose of universities is to prepare students for the world of work (Rickard 2002). Professional development in the form of work based learning now forms the cornerstone of government strategy to enhance both pre and post qualification competence in social work (DOH 2002, GSCC 2006). In Autumn 2006, Bournemouth University was commissioned by Skills for Care South West to track the learning and development needs of newly qualified social workers through their first year of employment in order to evaluate the effectiveness of the new social work degree in preparing them for work; the effectiveness of their induction and their progress towards post qualifying education. Questionnaires and semi-structured interviews were used for data collection from 22 newly qualified social workers and 15 line managers from 7 local authorities. The Bournemouth University Carer and Service User Partnership Group provided an insightful user and carer perspective. This paper will present the key findings from the report published in October 2007 and looks more closely at particular issues regarding the integration of learning and practice; and the role of the employing organisation in providing a community of practice to support learning and development needs. One factor which emerges from this research is the part confidence plays in transferring and developing skills and knowledge gained from the degree programme into

the workplace. Our research supports Eraut's findings (2004) which show the overwhelming importance of confidence as a factor that affects learning, i.e. confidence arises from successfully meeting challenges in one's work, while the confidence to take on such challenges depends on the extent to which learners feel supported in that endeavour. Department of Health (2002). Requirements for social work training. London. Department of Health.

Type: Research

OCHIL 3: 12.00-12.30 - PAPER 442

Teachers mentoring teachers: a process of reflection and rejuvenation.

Keywords: mentoring, mentoring programs, mentoring capacities

Presenter(s): Dr. Denise Beutel & Dr. Rebecca Spooner-Lane (Queensland University of Technology)

Abstract: Teaching is one of the few professions in which newly trained individuals take on immediate and full responsibility and are held accountable in the same way as their more experienced colleagues. Mentoring is viewed as a key strategy to guide and support beginning teachers learning to teach and thus to improve the quality of learning. Many experienced teachers who become mentors to their less experienced colleagues often do so without training, yet mentors are most effective when they receive formal training. The purpose of this paper is to report on the planning, implementation and evaluation of a mentoring program designed to develop mentoring capacities in experienced teachers through engagement in communities of practice. Multiple sources of qualitative data were collected from the participants in the mentoring program and analysed iteratively. The findings of this study may be used to inform the development of future mentoring programs which promote the continued professional development of both mentors and mentees.

Type: Research

Parallel session 5: research and practice papers

CARRICK ONE: 2.00- 2.30 - PAPER 511

Preparation for practice: constructing a framework for learning.

Keywords: preparation for practice, observational learning, reflection

Presenter(s): Louise O'Connor (London South Bank University) & Robert Cecil (Canterbury Christ Church University)

Abstract: Assessed preparation for practice prior to undertaking social work practice placements is a requirement for social work students in the UK (DOH 2002). This paper describes and evaluates a pre-placement preparation module for Level 1 undergraduate social work students at a London University. The module includes taught workshops, a virtual placement (CD-Rom), shadowing a qualified social worker and completion of an observation journal and written assignment. Questionnaires, observation journals and a focus group were utilised in order to evaluate the effectiveness of the module in preparing students for learning in the workplace. Analysis of students' experience and reflections highlighted the complexity of factors which may contribute to effective pre-learning and the integration of theoretical learning and practice. Key themes which emerged from this qualitative study included the importance of work shadowing, observational learning and the centrality of critical reflection in aiding students' personal and professional learning in preparation for their first practice placement. The findings led to the development of a framework for learning, prior to practice placement opportunities. Explicit attention to skill and knowledge development in areas such as emotional literacy, reflection, anti-oppressive practice and service user and carer perspectives are combined with theory, interpersonal skills and an understanding of the reality of social work practice. The proposed framework for learning has been informed by our developing understanding of how students construct their experience of pre-practice learning activities. The framework

dimensions also echo themes in professional education discourse nationally and internationally and support the integration of learning and practice.

Type: Research

CARRICK ONE: 2.30-3.00 - PAPER 512

Contraceptive use & attitudes among female college students.

Keywords: contraceptive use, client education, practice learning

Presenter(s) and agency where given: Prof. Kellie Bryant (Long Island University)

Abstract: Unintended pregnancy is a social issue that severely jeopardizes the quality of life for parents and their children. With 60 % of pregnancies unplanned, there is a need to examine factors related to lack of contraceptive use among sexually active women. Women between the ages of 20-24 have one of the highest rates of unintended pregnancies (Henshaw, 1998). The purpose of this study was to examine contraceptive attitudes and demographic characteristics of contraceptive users among female college students. Students were grouped into those who use contraceptives consistently, intermittently, or not at all. The convenience sample consisted of 120 female college students who were sexually active. Participants completed the Contraceptive Attitude Scale, contraceptive use tool, and demographic tool. The results showed that there was no significant difference in demographic characteristics for age, race, marital status, years of college education and income between the contraceptive groups or contraceptive attitudes. A majority of participants had a positive attitude about contraceptives. Women with higher contraceptive attitude scores were significantly more likely to be consistent contraceptive users. Uninterrupted contraceptive users had significantly higher mean contraceptive attitude scores than intermittent users and nonusers. Nurses should focus on interventions to increase contraceptive use should focus on helping women to develop a positive attitude about contraception.

Type: Research

CARRICK TWO: 2.00- 2.30 - PAPER 551

Mentoring to enhance the learning of pre-service teachers on practicum.

Keywords: mentoring, learning on practicum, pre-service teachers practicum experiences

Presenter(s): Dr Ngaire Hoben (University of Auckland)

Abstract: Pre-service and in-service teachers consistently identify practicum or school-based teaching experience as the high-point of their preparation to become teachers, stating that this is when they "learn to teach". The research discussed in this presentation arose, in part, from a need to understand exactly what supervising teachers do that results in such a positive impact on their pre-service colleagues. This research study investigated the classroom practices of secondary English teachers in Auckland, New Zealand, who voluntarily undertook to be associate or supervising teachers and accepted pre-service teachers into their classrooms. The study asserts that programmes of pre-service teacher education need to provide pre-service teachers with opportunities to learn requisite skills and knowledge if they, in turn, are to enhance the learning of the pupils they teach. The practices of the supervising teachers were examined in terms of the opportunities provided for pre-service teachers to learn to teach while on practicum. One finding from this study is that a disjunction exists between the aspirations and practices of supervising teachers and, as a consequence, pre-service teachers have very variable experiences while on practicum. The absence of mentoring training for supervising teachers is identified as one possible reason for this disparity between aspiration and practice.

A framework for mentoring pre-service teachers was developed to ensure supervising teachers attend to the task and relational dimensions of learning to teach. This framework draws on the work of David Berliner (1987, 1990) in relation to opportunities to learn and that of Chris Argyris and Donald Schon (1974) in relation to the governing principles of a Model II style of communication. Through the framework supervising teachers are encouraged to see themselves as teacher educators, able to both mentor and provide high quality opportunities to learn

to teach to those undertaking teaching practicum in their classrooms.

Type: Research

CARRICK TWO: 2.30-3.00 - PAPER 552

Dysgu: collaborative learning & systemic practice.

Keywords: learning, utilising creativity and diversity of experience

Presenter(s): Bill Hardy & Kieran Vivian Byrne (The Family Institute, University Of Glamorgan)

Abstract: This paper highlights how we collaborate with our trainees, who come from a wide range of Professions on one of courses here at the Family Institute. The key themes are to generate learning contexts which speak to the many professions in the room at the same time. Developing and maintaining a learning culture, a community of practice, keeps both the teachers and trainees interested and engaged in their learning. With the emphasis on reflexivity and practice based simulation we attempt to address the complexity, richness and diversity of experience we face on our courses, capturing this in a days workshop. This provides numerous learning and teaching opportunities for all those engaged.

Type: Research

CARRICK THREE: 2.00-2.30 - PAPER 521

How are mentor teachers assessing student teachers professional practice in school sites? How to validate their judgements?

Keywords: mentoring, assessment of professional practice, teacher preparation

Presenter(s): Alison Mander (University of Southern Queensland, Australia)

Abstract: Undergraduate pre-service teacher education programs value highly the professional practice elements of courses as the conventional way to engage pre-service teachers in relevant work integrated learning. In fact, pre-service teachers generally report these professional experiences as contributing most to their professional learning.

One significant issue for teacher educators is the problems associated with validating and moderating the school evaluation reports of pre-service teachers. Increasingly also, in trying to find more discriminating ways to evaluate teacher candidates for available teaching positions, employers are turning to professional experience reports and their gradings as a measure of applicants' abilities and suitability to teach. This increases the significance of the professional experience reports and consequently, the reliability of reports needs to be assured.

This paper reports on a pilot study that investigated ways in which school personnel assessed preservice teacher performance. Interviews were conducted with a small sample of pre-service teachers and their mentor teachers at several stages in the professional experience process. Information was collated on how school teachers viewed their pre-service teachers in relation to the specific criteria laid out by the university course examiner. The findings show that the process of assessment of professional practice is a complex one, and that mentor teachers in different contexts, perceive performance in different ways.

Implications of this study are discussed as they relate to improvements in teacher education course development and the equity of assessment of professional experience.

Type: Research

CARRICK THREE: 2.30-3.00 - PAPER 522

Introducing students to a practice setting: university & field staff jointly evaluate students' readiness for practice.

Keywords: preparation for practice, evaluating readiness, field/university enterprise

Presenter(s): Ruth Forbes (University of Edinburgh) & Maura Daly (Circle Scotland)

Abstract: Stemming from the introduction of the new Honors Degree in Social Work, the University of Edinburgh in conjunction with practice partner agencies devised a pre- practicum experience for social work students. The initiative is now in its fourth year, and this workshop will present the rationale, the planning and the outcomes of this evolving model. The overarching aim of this venture is to provide an

evaluated pre-practice opportunity (SIESWE 2003) as part of the Learning for Practice course which is jointly delivered by field based practice teachers and University based tutors. The 15days Introduction to Practice Settings has been created to offer students a constructive engagement with social work agencies; time to hear and observe the reality of social work practice and the opportunity to consider the service user and carer perspective. Students do not undertake direct practice but are provided with the opportunity to assimilate pertinent practice issues without the pressure of assessment. Feedback from the supporting Practice Teacher contributes to the overall evaluation of the student's readiness to practice. A dialogue between University and the practice field is created by a shared responsibility in the consideration of student readiness. The other factors of this readiness appraisal are University based, drawing upon student engagement, attainment and self assessment. Key aspects of this initiative will be presented by a University tutor and agency based Practice Teacher and will include the organisational implications, the variety of opportunities piloted and the emerging issues in relation to student readiness to practice. Fundamental to this workshop will be the voice of the student – provided via short excerpts of films made by the students in order to illustrate their experiences and contribute to each others' learning (SiSWE 2003)

Type: Research

HARRIS ONE: 2.00-3.00 - WORKSHOP 571

Formal learning in the workplace: more than just a qualification.

Keywords: learning organisations, learning to learn, formal learning

Presenter(s): Karl Stern (Perth & Kinross Council)

Abstract: 'Learning can be the most vital, engaging and enjoyable aspect of our personal and collective experience, equally, learning can be difficult and a source of much of our pain and failure' (Mayo et al 2000) Within human services in Scotland, recent government policy suggests that continuous learning, particularly through both formal and informal methods within the workplace, contributes to a more confident, competent workforce, which in turn,

contributes to a greater quality of service. The Scottish Executive (2006:58) stated that, 'Social work services must develop a learning culture that commits all individuals and organisations to lifelong learning and development' This goal is now one that most local authorities and related organisations within the sector aspire to and an area being afforded increasing attention both internally and externally. How do organisations achieve these aspirations? How do they encourage and support staff towards a goal of continuous learning and what mechanisms do they need to have in place to achieve this? Drawing on findings from a recent collaborative action research project between the Scottish Institute for Excellence in Social Work Education (SIESWE) and Perth and Kinross Council in Scotland (2007), this workshop highlights, through the use of two case studies, the value of formal vocational learning within the workplace and investigates the relationship both individuals and the organisation have in developing learning cultures and increasing staff confidence and competence to improved service delivery.

Type: Workshop

OCHIL ONE: 2.00-2.30 - PAPER 561

Learning about learning from the evaluation of a national child protection training programme.

Keywords: improving retention of learning, messages for planners and managers of training, employers' responsibilities for maximising learning from training, lessons learned about evaluation methods.

Presenter(s): Kate Skinner (IRISS)

Abstract: This child protection training programme was developed in response to findings from an inquiry into the death of a child under social work supervision. The programme was a complex one, aiming to address the training needs of social workers in adult services (community care and criminal justice) on mental health, alcohol and drug misuse and their impact on child protection. The programme subsequently brought together staff from both adult and children's social work services to learn about working across disciplinary boundaries. The evaluation of the programme was based on

Kirkpatrick's (1994) four level framework. This multi-modal approach was designed to add to the comment sheets completed by programme participants by capturing the knowledge gained, their learning and understanding of important issues and the transfer into practice of that knowledge, learning and understanding. The findings from the study gave a fascinating insight into participants' expectations of training, the complexities of knowledge transfer and knowledge exchange in short course programmes and the difficulties inherent in gathering information about learning outcomes through methods such as examination of service users' files and direct contact by researchers with service users. The study surfaced a range of issues about the changed climate for research in the UK in an environment where there has been legislative change and the emergence of a regulatory framework both of which have impacted on the willingness of public sector bodies to commit to the research and evaluation agenda, while at the same time there is increased pressure for value for money and activities that assess service outcomes. In this paper I will discuss the findings from the study and make suggestions about the retention of learning, the evaluation of training and how best to deal with a climate which may be developing resistance to participation in research.

Type: Research

OCHIL ONE: 2.30-3.00 - PAPER 531

Learning together, working together? The impact of multi-professional postgraduate education on practice in the field of autism spectrum.

Keywords: autism, collaborative learning, multi-professional

Presenter(s): Charlene Tait (National Centre for Autism Studies - University of Strathclyde)

Abstract: The Multi-professional postgraduate certificate, diploma and Masters in autism aims to develop professional practice in the field of autism spectrum disorders (ASD) and is the first course of its kind in Scotland. This programme of study has been available on a part-time basis from the University of Strathclyde since 1998. In this period students from a range of professional disciplines from the health, education, social work and voluntary sectors have studied alongside each other. Individuals with ASD and parents of children and adults with ASD have also participated. This paper will draw on student feedback and practice experience to highlight the benefits of the multi-professional model including the perceived impact of ASD specific postgraduate education on practice. The multi-professional, collaborative learning environment and the methods used to promote effective teaching and learning will be explored. The inclusion of individuals with ASD, parents and other family members adds an interesting dimension to the collaborative ethos of the course. Challenges and benefits that arise from this will be discussed.

Type: Research

OCHIL TWO: 2.00-2.30 - PAPER 541

Being a civic practitioner: the civic literacy component of professional practice.

Keywords: civic literacy, professions, learning, practice,

Presenter(s): Phil Harington (University of Auckland)

Abstract: A growing debate about the capacity for social services and professional practice to achieve civic or transformative goals has lead to an increasing interest in civic practice. There are initiatives to inspire and challenge organisations and practice communities to better achieve gains for groups and communities that are not engaged in civic life and to work on the barriers and constraints that render civic vitality intractable. This paper will look in particular at the prospect that civic literacy is a quality professional practitioners can use to shift the ways professional practice can respond to difference, support the developmental aspirations of different communities and take positions that challenge the reticence found in various sites to the civic aspirations of others. Drawing on material from recent literature on the 'de' and 're' professionalisation thesis the paper will refer to changing demographic structure of some professions, changes in the curriculum that guide the education of practice, the use of data and the obligation of practitioners to have a policy role in addition to their work with any population. The paper draws on observations made from the sociology of professions, the use of evidence based practice as a basis for professional development and organisational

reform and recent research on the role of practitioners as researchers.

Type: Research

OCHIL THREE: 2.00-2.30 - PAPER 542

Crossing boundaries: hearing the voice of service users in social work education.

Keywords: service user involvement, practice learning, influencing policy, 'hard to reach' client groups

Presenter(s): Jim Sinclair (Fife Council Social Work Department)

Abstract: Effective practice learning is essential to the future of all the human service professions and the impact of service users upon the development of students cannot be overstated. The influence of service user views upon social work training has been significant over the past few years. This is certainly the case within the University of Dundee where the emphasis upon service user involvement runs like a thread throughout the social work programmes.

Much work has been done to ensure the involvement of service users in the development of student social workers over the past decade and many such developments have been highlighted via a number of conferences and publications. However, much of this research has focussed upon the views of adult service users.

This paper will share the findings of research undertaken to gather the views of both adults and children as service users receiving services from student social workers under the direction of a practice learning centre. The research will cross boundaries of race, culture, ethnicity and gender.

The outcomes of this research will be shared via a number of forums with the aim of facilitating the voice of service users within a policy making context. This paper will outline the process and context of the research undertaken; present the key findings and share with participants the impact of these findings. The paper will highlight the links between the development of service user involvement across academic and practice settings.

Type: Research

Parallel session 6: research and practice papers, workshops and symposia

CARRICK ONE: 3.30-4.00 - PAPER 611

Mirror, mirror on the wall who enhances integration of learning most of all?

Keywords: learning, bridging theory-practice, student experience

Presenter(s): Dr Gary Clapton & Ruth Forbes (University of Edinburgh)

Abstract: This paper reports on a study that takes forward work on the integration of learning for practice. Between 2003 and 2005, colleagues from the Universities of Edinburgh and Glasgow Caledonian and practice agencies studied how best to enhance the social work students' integration of learning for practice as part of the larger SIESWE-sponsored Learning for Effective and Ethical Practice (LEEP) initiative (Clapton and Cree 2004). We have already reported on our experiment in bridging the theory-practice divide involving academics based in practice agencies during students' placements (Clapton et al 2006, Clapton et al 2007). This paper continues the exploration of the elements that might come together to maximise student learning. This time we are looking at the entire span of the student learning experience during qualifying training. Specifically, our paper will share findings from the views of newly-qualified social workers who have been asked to identify the most helpful figure, or figures, relating to their integration of learning. We have asked for consideration of every aspect of their student experiences: from classroom to practice learning, in tutorials, with other individual students/peer groups, family or friends.We are seeking to identify who, what (and the when of this) helps in that crucial light bulb moment when every thing just clicks.

Type: Research

CARRICK ONE: 4.00-4.30 - PAPER 612

Integration of learning and practice: a mentoring model for researching practice in modern child care social work services in Scotland.

Keywords: knowledge generation and transfer, evidence informed practice, professionalisation, mentoring, early career development for social workers

Presenter(s): Raymond Taylor (Glasgow Centre for the Child and Society) Maggie Mellon (CHILDREN 1ST)

Abstract: The paper will focus on the integration of learning and practice. The presenters will share the development and outcomes of an innovative research mentoring program created by the Glasgow Centre for the Child and Society and Children 1st; one of Scotland's most influential voluntary organisations.The paper will explore how processes of knowledge generation and transfer coupled with CPD and mentoring, can make a significant contribution to the formation of a learning organization. The presenters will also consider the relevance of this initiative to the delivery of more effective health and social care services.

Type: Research

CARRICK TWO: 3.30-4.00 - PAPER 621

Beyond the classroom: integrating legal knowledge, practice learning and user experience to prepare students for ethical practice in the human services.

Keywords: law, ethics, practice learning

Presenter(s): Prof Suzy Braye (University of Sussex) Michael Preston-Shoot, Amanda Thorpe (University of Bedfordshire)

Abstract: Legal rules provide a significant mandate for the work of human service practitioners. With growing emphasis on accountability for practice standards, the relationship between law and professional ethics also emerges as important. Yet it is debatable how well students are prepared for the complexity of practice. Inquiries and legal judgements provide disturbing evidence of human service organisations acting unlawfully and/or unethically. The challenge for educators is to help students connect legal literacy with other sources of knowledge, such as the perspectives of service users and caregivers, to support ethical practice. This research-based paper analyses the barriers and opportunities that exist for promoting student learning about the contribution of law to ethical practice. It will draw on a systematic review and survey of current education practice in teaching law to social workers and other human service professionals; a "user review" involving stakeholders in practice learning for social work students; and a comparative analysis of teaching law to social workers in the United Kingdom, United States and Australia. It will demonstrate that even when law is seen as an important component of professional education (as, for example, in relation to social work education in the UK) most curriculum development to date has focused on college-based learning, missing significant opportunities for integration with practice challenges. Elsewhere the emphasis on law learning for social work practice is more variable and this variability applies also to students training for professions such as teaching and nursing. The paper will also demonstrate that despite their experience of the implementation of legal rules, service users' and caregivers' involvement in this aspect of professional education is developing only slowly. The paper will conclude with indicators for the development of good pedagogic practice, including the involvement of service users and caregivers, in law learning for the human service professions.

Type: Research

CARRICK TWO: 4.00-4.30 - PAPER 622

Analysing the discourses in practice stories told by nurse teachers.

Keywords: social construction, learning/intellectual disability

Presenter(s): Dr Susan Shaw (University of Huddersfield)

Abstract: This paper will outline the findings of a study which investigated the social construction of learning disability by nurse teachers. The main focus of the study was the analysis and interpretation of stories told by teachers to students in the classroom.

The findings provide interesting insights about the power of medicalising and professional discourses.This presentation will be of interest to educators of health, social and teaching professionals. It raises awareness about the potential of story telling in classrooms and the forces of professionalising discourses.

Type: Research

CARRICK THREE: 3.30-4.00 - PAPER 631

Formalised mentoring programs in the public sector: a structured review of the literature.

Keywords: mentoring, public sector, formal programs

Presenter(s): Dr. Lisa Ehrich & Prof. Brian Hansford (School of Learning & Professional Studies, Queensland University of Technology)

Abstract: Formalised mentoring programs are commonplace in public, private and community based organisations in Australia and overseas. These programs were introduced into organisations over three decades ago as a means of formalising learning to enhance the skills and knowledge of workers at different stages of their careers. Mentoring programs are often promoted for new staff as a way of inducting / socialising them into the organisation; existing and aspiring leaders as a means of developing their leadership potential and abilities; and for women and members of minority groups as an affirmative action strategy. The particular focus of this paper lies with mentoring in the public sector. The public sector is said to represent authorities and agencies at various levels of government that serve the government in power. The paper aims to explore the nature, scope and outcomes of some of these formal programs by examining a sizeable number of empirical studies conducted across several countries. A structured review of the literature is used to reveal not only the positive and negative outcomes of mentoring for the mentor, mentee and the organisation but also the focus and purpose of the mentoring programs. The paper illuminates the phenomenon of mentoring in the public sector and identifies some key issues emerging from the analysis.

Type: Research

CARRICK THREE: 4.00-4.30 - PAPER 632

Findings of research on peer supervision in rural and remote Australia using technology.

Keywords: peer supervision; rural; technology; social work

Presenter(s): Amanda Nickson (James Cook University)

Abstract: The value of supervision is such that regular professional supervision is required by the Australian Association of Social Workers for social workers to maintain Accredited Status. Whilst many workplaces provide supervision, in some organizations and particularly in rural and remote locations, social workers may have difficulty accessing professional supervision due to the isolated positions they hold. Two recent Australian state Health Department studies looking at recruitment and retention of professionals in remote areas (Cuss, 2005) and (Symons, 2005) both cite the lack of professional supervision and opportunities for professional development as the main contributing factors to high staff turnover.

This paper reports on the findings of a research project that is a qualitative, action research study looking at the experience of social work peer supervision in small groups using technology (phone and video links).

Social work volunteers in regional, rural and remote areas of Australia participated in peer supervision groups once a month for 12 months from Jul 2006 - Jul 2007 and evaluated their experiences with monthly evaluations (on-line) and focus groups at the conclusion of the trial.

Each participant was interviewed prior to commencing the groups and at the conclusion of the trial period.

Peer supervision in virtual teams refers to a team or group whose members work together to explore and reflect their own and each others professional experiences by supporting, analysing, planning and hypothetically testing the changes in their professional and /or personal life of each other through telecommunication, while they are separated by geographical distance.

This research contributes to applied knowledge

regarding professional supervision. There is a significant gap in the literature on the topics of peer supervision and using technology. It could be applicable in other countries for social workers and allied health professionals wanting to enhance professional practice and the retention of staff.

Type: Research

HARRIS ONE: 3.30-4.30 - WORKSHOP 651

Not just for romance: applications of speed dating in social work education

Keywords: speed dating, group work

Presenter(s): Prof Beth Crisp & Jane Maidment (Health and Social Development, Deakin University)

Abstract: Speed dating is a new social phenomenon which has emerged over the past decade or so. Participants are involved in a series of short encounters in which the intention is explicit. Adaptations of this technique in the education setting have been used with groups of students for various reasons including as a "getting to know you" type exercise, to encourage peer teaching of course content, and exam revision. Speed dating requires all students to participate in discussions, and can be particularly effective in large classes when one is trying to get students to articulate their own opinions on an issue or share their reflections. As with any method of group discussion, exchanging ideas has the potential to encourage participants either to change their views or may help them become more confident about their own ideas. This may be particularly helpful for students who are shy or lack confidence to participate in large group discussions. The brevity of each encounter also requires students to focus on the topic of conversation and leaves no time for discussion of extraneous issues. In this workshop, the authors will introduce participants to the concept of speed dating through an experiential exercise, as well as discussing how they have used it to a) engage beginning social work students on the topic of study skills, and b) to debrief students on their first return to the university after commencing a lengthy practice learning placement. While some might argue that the concept of speed dating is frivolous, our experience has been that it has been an effective and enjoyable way to engage students

around subject matter that is often difficult to deal with in the classroom. Finally, we propose that speed dating has potential applications in professional practice beyond the classroom setting.

Type: Workshop

HARRIS TWO: 3.30-4.30 - WORKSHOP 661

Is it my job? Supporting the development and implementation of inter-agency protocols relating to children affected by parental substance misuse.

Keywords: implementation of inter-agency good practice protocols

Presenter(s): Joyce Nicholson, Edel Walsh, & Patricia Gray (STRADA)

Abstract: The publication of reports, reviews and inquiries have highlighted the need for earlier identification, intra and inter-agency collaboration and communication to help support children living in families where there is substance misuse. Most significantly in Scotland, Getting Our Priorites Right (Scottish Exectutive 2003) sets out national guidance to assist agencies to assess the needs of such children and provided the basis for the development of policies, protocols and good practice to support children and their families. STRADA (Scottish Training on Drugs and Alcohol) has been involved in the development of local protocols in a number of areas in Scotland, and has been commissioned to deliver evidence-based, multi-agency, skills based training as part of implementation strategies. Across Scotland approximately 7000 professionals have attended Briefings on protocol implementation and /or two day skill based workshops. The workshop will describe how multi-agency training has assisted the implementation of the protocols, illustrate examples of learning and enable participants to integrate knowledge into practice through reflective inter-agency casework studies. The impact of hearing the voices of children, and involving the experiences of local drug and alcohol users and their families in practice will also be considered. The workshop will also provide an opportunity to explore the challenges in delivering multi-agency training ("It's not my job"), its integration into practice and potential mechanisms to address these. The strength of this approach to policy and practice implementation will be illustrated

by participant experience in the training methods and exercises.

Type: Research

OCHIL ONE: 3.30-4.30 - WORKSHOP 641

Values in work with older people: research in two care homes.

Keywords: values, social work, health, research, interdisciplinary

Presenter(s): Moira Dunworth (Independent)

Abstract: It is increasingly important that all professions involved in people work are able to communicate and co-operate. One of the barriers is sometimes perceived to be that of differing value bases. It is often said that social workers work from a value base which is different from that of other professionals. If we all want the best for our clients/service users, how can we claim to have different values? This workshop will report on the results of a small scale study which examined two care homes whose managers have different qualifications –a social worker and a nurse. The measuring tool was a scenario-based questionnaire to elicit the value base of care home staff and some external professionals who were regarded as part of the care home team. The results are analysed within a philosophical framework so as to identify the underlying ethical positions. One of the questions is based on Thomson's (2006, p 99 ff) list of the common assumptions which reflect and reinforce ageism in society. At the time of submitting the abstract, data collection has not been completed but findings will be available in time for the conference. The workshop will provide: information about the process of the study and the implications for working with a range of qualified and unqualified staff in a multi-disciplinary setting; an exploration of some of the research findings in relation to working across professional boundaries; an exploration of the training needs that have emerged from the study and how these might be addressed and; a group discussion/s about the implications for the service user of staff having differing values.

Type: Workshop

FRIDAY, 25 JANUARY 2008

Parallel session 7: research and practice papers, workshops and symposia

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CARRICK ONE: 11.30-12.00 - PAPER 721

Social work practice: combining inter professional learning, research and service delivery within a higher education institution.

Keywords: practice learning

Presenter(s): Jane Mclocklan (University of Hull)

Abstract: In medicine, teaching hospitals exist to combine academic study with professional practice. At the University of Hull, England, The Family Assessment Support Unit (FASU) is unique in that it is a social work agency directly attached to a higher education institution. It was created to provide social work responses to those facing family difficulties whilst providing high quality learning opportunities. 20 social work students are based in FASU at any one time from the BA and MA programmes for a 100 day placement. Their work revolves around support services to children and families in the city of Hull. FASU is therfor in an excellent position to facilitate links between theory practice and research. It is a natural repository for research and in a central position within the university to serve as a centre for inter professional working and teaching. Students learn directly from their support to clients in an environment that encapsulates teaching and research. Hence there is a natural partnership between higher education and service delivery. There are a range of interdisciplinary opportunities for students to pursue alongside the core services of FASU. These include integrated placements with local schools. Here students can develop profession specific skills and competencies in a non traditional setting. This fits neatly with the governments ' big vision' for far reaching structural changes to the delivery of services for children, one of which is integrated teams in and around schools. Mental Health nursing students undertake placements here in FASU. Again this is another example of inter professional working and teaching within FASU and the wider university.

Type: Research

CARRICK ONE: 12.00-12.30 - PAPER 722

Social work education: a developmental perspective.

Keywords: components of social work education, professional socialization - integration of learning and practice, developing a professional identity

Presenter(s): Dr Atalia Mosek (Tel Hai Academic College)

Abstract: Social Work is a semi-profession whose professional socialization occurs within an academic framework, and field work in social welfare agencies. These are two setting which are governed by different and often conflicted organizational rules, norms and expectations and social status. The research was concerned with: How do social work students become professionals? Empirically, what are the components of the socialization process, and how do they change over time for first, second, and third-year students, in comparison to their field instructors and professors? This was a longitudinal case study utilizing a questionnaire and focus groups to explore this topic within a three-year Bachelor of Social Work program in an academic college in Israel. A developmental perspective on the process of professional education showed that students begin their studies with an abundance of motivation, natural skills and values, by the second year they have enhanced their skills and rely on 'use of self' and knowledge, in their third year they are positively and negatively charged, with a stronger belief and confidence in their 'use of self' and skills, but less sure of their knowledge and value base. Field instructors rely mainly on skills with a firm value base and 'use of self', and professors utilize value, knowledge and skills in similar proportions. Students' views and ideas on learning play a crucial role, and it is therefore essential to take these into account in order to optimize learning. The tendency of the faculty to rely on knowledge as well as skills and the 'use of self' supports an adult education model of mentoring which is characterized by mutual collaboration between student and teacher in developing learning activities and goals, and by a flexible approach to achieving educational aims. This applied approach which allowed the integration of learning and practice, individualized students and encourages the development of a professional identity.

Type: Research

CARRICK TWO: 11.30-12.00 - PAPER 751

Scoping exercise of work-based assessment programmes for health professionals in Scotland.

Keywords: workplace based assessment, health professionals, Scotland

Presenter(s): Joan McDowell, William Wright (University of Glasgow), Kenneth McHardy (Aberdeen Royal Infirmary) & Graham Leese (Ninewells Hospital, Dundee)

Abstract: A scoping exercise was undertaken in 2006 of workbased assessment credited courses for health care professionals in Scotland. Changes in the workplace and skills development, policies for health care and education and the rise in IT all contribute to increasing emphasis on workbased learning (WBL). This exercise was to scope current practice and make recommendations to the Scottish Executive Diabetes Education Group specifically in relation to diabetes education who funded the study. Three methods of data collection were utilized: 1) Literature review; 2) Interviews with key staff targeted through Scottish Academic Heads of Nursing and Allied Health Professions; 3) Discussions with identified employers and colleagues. Ethics approval was acquired. Overall outcome was that WBL is perceived as particularly suited to professional development and education of health professionals. However, specific strengths and weaknesses of WBL were identified and these relate to methods of delivery of education, partnership working and employer aspects. It is concluded that WBL is appropriate for healthcare but needs careful planning. WBL requires: 1) Robust partnership working between Universities, employers (e.g. NHS), mentors and student; 2) Is relevant to address educational needs of both generic and specialist nature; 3) Is resource intensive for all involved. WBL requires further research into its efficacy in comparison with more traditional methods of learning and assessment. Recommendations from these findings are being explored by the Scottish Executive Diabetes Education group in relation to implementation in practice.

Type: Research

CARRICK TWO: 12.00-12.30 - PAPER 752

Authentic learning for effective human services practice.

Keywords: practice learning, authentic learning, multimedia

Presenter(s): Neil Ballantyne (IRISS) & Alan Knowles (McEwan College)

Abstract: Many programmes of professional education for human services workers require extensive periods of classroom based study to acquire the necessary underpinning knowledge for practice. At the same time educational research tells us that the integration of concepts and theories into practice remains a stubbornly intractable problem for many learners.

This paper will explore the pedagogical rationale for 'authentic learning' in human services education. It will describe the critical characteristics of authentic learning tasks, and offer illustrations of the ways in which web-based multi-media can be used to support complex, rich, and authentic learning activities.The paper will conclude with a discussion of the potential for international, interdisciplinary, and service-user collaboration in the development of open, online environments for authentic learning in the human services.

Type: Research

CARRICK THREE: 11.30-12.00 - PAPER 731

Service-user led learning and teaching materials for social work education.

Keywords: service user, learning and teaching, social work education.

Presenter(s): Trish Hafford-Letchfield & Wendy Couchman (London South Bank University)

Abstract: Theories transmitted to students about professional practice in health and social care are traditionally from the perspective of practitioners, often as a heroic narrative, inevitably casting the service-user in a passive role (Wiltshire 2006). Post-modern theorists like Foucault (1993) call this the authoritative 'gaze' that objectifies the user of public services, generating a power relationship between the professional and the service user. New perspectives are needed to redress the balance, drawing on the narratives of the service-users (Greenhalgh 2006), and this has been the focus of a project led by service-users at London South Bank University over the last year to develop learning and teaching materials for social work courses. The project has experimented with creative arts based approaches as research is showing that crossing the boundaries between the social sciences and arts and humanities can help to communicate experiences of trauma, suffering and confusion more powerfully (Schweitzer 2006). The Service-User Steering Group for social work courses is currently commissioning:

- folding 'artists books' about the experiences of users of learning difficulties services

- poetry writing sessions with students led by a mental health services user

- a Gamelan drumming session shared by students, educators and service-users

- recorded student workshops led by an over-60s theatre group

The proposed paper would describe the planning process of the Service-User Steering Group and would be presented jointly by a project lead and a member of the Group.

Type:: Research

CARRICK THREE: 12.00-12.30 - PAPER 732

Who are the outsiders inside teacher education: school-based teacher educators' perception of their place?

Keywords: policy development, teacher experiences

Presenter(s): Wendy Hastings (Charles Sturt University)

Abstract: Site-based teachers are thought to be important partners in pre service teacher education programs (inter alia Zeek, et al 2001). However, when we ask teachers to describe their perceptions of their place(s) in teacher education it would appear from their standpoint, they see themselves as marginalised and treated as 'outsiders'. School-based teacher educators participating in this study spoke freely and with conviction of their perceptions of being positioned as outside of and marginalised in

the teacher education enterprise. The author uses standpoint theory (Harding 1995) to explore the emancipatory possibilities of the research process, for these teachers as well as the researcher. The paper publicly articulates the marginalised experiences of teachers working in school-based teacher education programs and is an attempt to interrupt the discourse of schooling and silencing that is, at times, associated with university-school relationships.

Type: Research

interactions, and increase our understanding of the issues involved in using FC thus impacting subsequent learning. Given the complexity of this communication process, the topic will be best presented in a workshop context. Participants will hear from both the user and facilitator's perspective about some of the issues, tensions and challenges of using FC, in a variety of settings. Practical issues such as how to lessen stress and improve communication will be addressed.

Type: Workshop

HARRIS ONE: 11.30-12.30 - WORKSHOP 711

Facilitated communication in the learning and practice setting: a service user & facilitator's perspective.

Keywords: users perspective, communication, practice learning

Presenter(s): Margaret Bryan & Aman Lee (Eight Miles Out)

Abstract: Good communication skills are fundamental in establishing effective working relationships between service users and professionals working within human services. Workers have a responsibility to provide information and communication support that enhances the working relationship and that is appropriate to the individuals needs. This ensures that service users are included in and benefit from the services and opportunities offered. It is therefore important to hear from users, what helps and hinders the communication process. Our topic will look at some of the practice issues involved in establishing effective communication with someone who uses Facilitated Communication (FC), an alternative method to spoken English. The aim is not to debate the authenticity of FC, although some issues will be highlighted but to provide the opportunity, to hear from one individual who lives life on the autistic spectrum and his facilitator, who use this form of communication in the training of social work staff and students, and in consultation events or individual interviews. We will explore what can cause interruptions or distractions to the training and practice process for user, facilitator and learner and offer some suggestions that could improve

HARRIS TWO: 11.30-12.30 - WORKSHOP 761

Making it work: social work education in NHS settings.

Keywords: practice learning, social work placements in NHS settings, inter-professional learning, developing new practice learning opportunities

Presenter(s): Marianne Hughes (Edinburgh Voluntary Organisations Council), Debbie Lowson (Substance Misuse Services NHS Lothian) & Wilma Easton (Scottish Drugs Forum)

Abstract: The "Confidence in Practice Learning" Policy paper (Scottish Executive 2003) provided the catalyst for Edinburgh Voluntary Organisations Council Practice Teaching Unit (PTU) to explore and develop the expansion of Practice Learning into NHS settings where historically there has been a lack of Social Work presence e.g. Local Authority Social Workers. This Executive Policy paper, operating in parallel with the new Social Work Degree (2003), stipulated an increase in "quality, quantity and diversity" for Social Work Practice Learning, and the new Social Work degree required increased "inter-professional" working by Social Work students. The development work had four phases: Getting Started Phase; Initial Meeting Phase; Implementation Phase; Evaluation Phase. The workshop will actively involve participants in identifying the challenges and ways forward in each of these stages, from the points of view of the Student, the Practice Teacher and the Agency Manager. The material from the participants will be discussed alongside an analysis of the specific experiences of a Social Work Practice Learning Opportunity within the NHS West Lothian Substance Misuse Services (in 2006 and 2007). The

analysis will provide three perspectives. The Social Work student's perspective as the person making use of the new Practice Learning opportunity; the Practice Teacher's perspective as the person who undertook the development work and supervised and assessed the student's practice; and the Agency Manager's perspective as the person who allocated the work and managed the team within which the Social Work student was based. The key aspects for a successful partnership between Social Work Education and NHS Practice Settings will be highlighted using participants own direct experiences and the experiences of the workshop leaders.

Type: Workshop

OCHIL ONE: 11.30-12.00 - PAPER 771

Involving people who use human services - it is rocket science!

Keywords: practice learning, skill development, therapeutic impact, user involvement

Presenter(s): Mike Tait (Edinburgh Voluntary Organisations' Council); Monica Hunter (People First - Scotland)

Abstract: The presentation will argue that involving people who use human services is both a basic requirement of any social work practice and any student learning and that, to do it well, it requires skill matching that required in any other intervention approach. One of the presenters will describe herself not just as a user of human services and as someone with a learning disability but as a manager of a small social work agency which undertakes 'real' social work as opposed to bureaucratic procedure-driven 'false' social work which has fallen into disrepute. The other presenter, an experienced practice teacher, will challenge the tokenism of much service user involvement and suggest that service user involvement is one of the more therapeutic and redressive of approaches and, as such, requires the application of knowledge and skill as any other complex intervention approach.

Type: Research

OCHIL ONE: 12.00-12.30 - PAPER 772

Building & maintaining bridges: learning the lessons on the journey to involvement.

Keywords: service user involvement, professional education, assessing practice

Presenter(s): Jim Sinclair (Fife Council Social Work Service); John Dow (University of Dundee CU Group); & Richard Ingram (University of Dundee)

Abstract: "We think the most important qualities for social service workers are anti-discriminatory values, respectful attitudes and very good personal communication skills. Users and carers should be involved in training workers to make sure people understand why this is important." (Users and Carers Panel, 21st Century Review).

For a good many years now there have been individuals and groups; both within the caring professions and out with, who have strived to see the involvement of those who use and receive services in the training of professionals. This goal has been realised to an extent within social work education where the involvement of service users and carers in the development and delivery of training programmes has been incorporated into the standards for qualifying programmes. The reality however, is that in practice each of the Universities delivering the programmes do so with varying levels of involvement. At the University of Dundee, service user and carer involvement runs like a thread throughout the programmes. This paper will explore the development of service user and carer involvement at the University of Dundee and it's impact upon learning from the perspective of a Service Specialist (Service User expert), an Academic and a Student of the programme. A number of issues will be explored including how do we measure the impact of this upon practice; how do we consolidate what we have achieved so far; what does the future hold for Service User and Carer influence and how do we impact upon practitioners who do not have the benefit of this Service User and carer influence?

Type: Research

OCHIL TWO: 11.30-12.30 - Workshop 741

The involvement and role of service users & carers in the regulatory and quality enhancement functions of the UK Care Councils.

Keywords: quality assurance and enhancement; service user involvement

Presenter(s): Dr. Brenda Gillies (The Scottish Social Services Council)

Abstract: Those who use services are becoming increasingly influential in the professional education and training of the workforce. The Care Councils are responsible for assuring the quality of educational provision and have been working to promote the involvement of service users across their monitoring and quality enhancement activities. This workshop will comprise three parts and first, will provide a contextual overview of the Councils' quality assurance and enhancement activities, with examples from each of the four UK Care Councils. The second part of the workshop will focus on service user involvement in the development and application of the new practice teaching award, PLQ(SS). Finally, the workshop will provide an opportunity for the audience to consider responses to some of the tensions and challenges arising from the increasing participation of those who use our services in all aspects of training and education.

Type: Workshop

Parallel session 8: workshops and symposia

CARRICK ONE: 1.30-2.00 – PAPER 811

The users' voice: an instrument for learning about the management of long term conditions.

Keywords: work-based, organisational, change, evaluation, reflection

Presenter(s): Lesley Moore & Dr Jane Bridger (University of the West of England)

Abstract: Recent criticisms of learning in the workplace suggest that there needs to be significant change in order to transform a rules based person into a professional, capable of integrating enquiry and evidence to enhance practice development. Rigorous systems underpinning work-based learning (WBL) may facilitate the educational process within the milieu of organisational change of human service provision. The preliminary findings being presented here are from an evaluation project, based on Pawson and Tilley's (1997) framework, which has been gathering evidence of good practice and issues regarding WBL. Methods: Triangulated data was collected from the learners, their mentors/facilitators, managers and academic staff. This comprised of a mixture of questionnaires, interviews, along with analysis of various documents, for example, learning contracts, and reflective assignments. Results: Preliminary analysis of data has revealed that personal development is the more dominant feature arising from WBL. Evidence suggests many transitions from passive to deep learning and growth in reflective practice. There are a number of key caveats to successful WBL, for example, a motivated learner supported by committed managers and learning facilitators. The project chosen should have a very clearly structured focus, and normally arise from organisational and personal need. There should be an aknowledgement that WBL is commonly more complex and time consuming than often considered at first. Managers and learning facilitators should be aware of the external and internal preparation, and dissemination that is required. The latter is crucial to ensure the organisation is engaged with the process and outcomes of knowledge transfer and exchange.

Conclusion: The project has been exploring areas of good practice, and the issues that both academia and practice need to address in the future to enable promotion and integration of knowledge and practice. Thus sustaining a flexible and reality oriented mode of learning, which meets the challenges of organisational development and change.

Type: Research

CARRICK ONE: 2.00-2.30 - PAPER 812

Lecturer/Practitioner Roles: a tale of two professions.

Keywords: lecturer/ practitioner, social care, nursing, interprofessional learning

Presenter(s): Jim Sinclair (Fife Council Social Work Service)

Abstract: The report of the 21st Century Review of Social Work in Scotland has highlighted the development of the role of the Lecturer / Practitioner as a way forward in linking learning and practice within social work education. Yet within the nursing profession, where these positions are now well established, there is still much debate regarding their impact and what their role should be. Lecturer / Practitioner roles have been seen at various points in their history as an opportunity to bridge the gap between theory & Practice, between clinical & academic and at the same time as creating a slave to two masters and predisposing practitioners to high levels of burnout. The author of this paper, as well as being a qualified Social Worker, is also a Registered Nurse and previously held (for a short period!) a Lecturer / Practitioner role within nursing in Scotland. This paper will aim to provide a summary of the learning gained from the development of Lecturer / Practitioner roles within the nursing profession and compare this to the literature related to practice learning in social care. It is envisaged that this paper would promote an informed debate regarding the development of these roles within social care and how learning might be gained across the professions for the benefit of practice.

Type: Research

CARRICK ONE: 2.30-3.00 – PAPER 241

Supporting a community of practice for nursing, midwifery and allied health professions practice education facilitators using the NHS e-library's 'Shared Space'.

Keywords: communities of practice, IT support, web based tools

Presenter(s): Paul Lambert & Simon Sikora (NHS Education for Scotland)

Abstract: NHS Education for Scotland's e-library has made sophisticated, web-based communication tools available to NHS staff and partners as a way of supporting communities of practice. As part of the Practice Education Facilitation (PEF) Programmes for nursing, midwifery and the Allied Health Professions (NMAHP), the programme teams have harnessed the potential of this 'Shared Space' software to enable the sharing of good practice, dissemination of information and discussion forums for staff working to support practice education activities across all health board areas in Scotland. The Shared Space represents a new way of working for many staff and implementation of web-based tools provides challenges relating to structure, roles and responsibilities and content management in order to realise the many benefits. Initial evaluation of the role the Practice Education Shared Space has had in supporting the PEF programmes was undertaken via survey and highlighted benefits and barriers to effective implementation. Benefits were sharing of current work and communication issues generally with barriers being lack of IT skills, the functionality of the software and support for administering content of the space.

Type: Research

CARRICK TWO: 1.30-2.00 – PAPER 841

Increasing social work's evidence base: the development of a social work wiki to aid in the further conceptualization of social work's tacit knowledge (practice wisdom) so it moves up the evidence hierarchy and/or becomes more available for further evidence testing.

Keywords: learning community for social work, tacit knowledge (practice wisdom), communities of practice, increasing social work's evidence base

Presenter(s): Dr Harriet W Meek (New Mexico State University)

Abstract: The creation of a wiki being used in the development of a learning community of social work practitioners will be described. This learning community is attempting to add to the conceptualization of social work's tacit knowledge (practice wisdom) so that eventually this knowledge can be tested at a higher level and its evidence strength increased. Much of social work knowledge has not been tested in this manner or even conceptualized so that such testing is possible; it seems important to bring our tacit wisdom further up the hierarchy (taxonomy) of evidence strength. Our developing group of social work practitioners is experienced in direct practice but not necessarily sophisticated in research methods or technology. Some of the triumphs and obstacles in the development of this new learning organization will be discussed. Audience input is welcomed.

Type: Research

CARRICK TWO: 2.00-2.30 - PAPER 842

Digital literacies for human service practitioners: learning, knowing & networking in the 21st Century.

Keywords: digital literacy, information literacy, media literacy, knowledge management

Presenter(s): Ellen Daly & Neil Ballantyne (IRISS)

Abstract: In the modern world all human service professionals – practitioners, managers, and educators – are confronted with increasingly complex, and fluid practice and organizational dynamics that challenge their knowledge and skills. In this context continuing professional learning is no longer an option, it is a necessity. Whilst formal, campus-based, educational programmes of study continue to have a place, the accelerating pace of change and need for rapid access to new knowledge requires a different solution.Networked information and communications technologies - including the Internet, specialist e-libraries, and digital learning

object repositories - have all been advocated as potential solutions to the problem of access to knowledge and information. However, this paper will argue, technical access to new digital tools and technologies is not enough. Human service practitioners, managers and educators also need digital literacy to empower them to access, interpret, construct and contribute information and knowledge in digital formats. We will contend that digital literacy is about more than technical competence in accessing content, but also about critical thinking, critical evaluation, and the creative co-construction of new knowledge within connected communities of practice.

Type: Research

CARRICK TWO: 2.30-3.00 - PAPER 821

Ending the oppression of marginalized populations: the critical link between training & practice.

Keywords: oppression, practice learning, social justice, discrimination

Presenter(s): Jaimie Page (The University of Texas at Arlington)

Abstract: Social service practitioners often serve individuals and families who are faced with some form of discrimination and/or oppression. Those who live with discrimination and oppression often experience financial and social difficulties, health/mental health issues and disparities, and difficulty obtaining accessible and culturally competent services. However, there is little educational training about the dynamics and effects of discrimination and oppression for social service practitioners. Additionally, there is little attention given to these issues in social service organizations in terms of training and on-going service evaluation. In some cases, organizations can even contribute to the discrimination and oppression of the clients it seeks to serve, and practitioners are often unaware of the role they may play in the process. In this session, participants will learn how to teach students/practitioners the social construction of differences, the various forms of discrimination and oppression, practitioner and organizational roles in the process of oppression, and ways to address

oppression both in client sessions and within the organization. Further, participants will learn how to teach broader social strategies to help clients who experience discrimination or oppression. Emphasis will be placed on how to help students/practitioners integrate this knowledge in their practice on an on-going basis.

Type: Research

HARRIS ONE & TWO: 1.30-3.30 - SYMPOSIUM 861

Developing a sustainable infrastructure to support learning in the workplace.

Keywords: mentorship, education support roles, practice education, creating a learning environment, education support roles, inter-professional inter-agency education

Presenter(s): Dr Colette Ferguson, Carol Watson, Leigh Willocks (NHS Education for Scotland) & Karen Lockhart (Scottish Executive Health Department)

Abstract: A key role of NHS Education for Scotland (NES), as a national organisation, is the ability to broker consensus. In relation to developing a sustainable infrastructure to support learning in the workplace, we will demonstrate how we've managed to engage both service and Higher Education Institution (HEI) partners across Scotland. This symposium will explore two national initiatives within the NHS in Scotland which have been designed to build a sustainable infrastructure to support education in the workplace. These initiatives were designed to: a) create and develop a national approach for the preparation of those who provide support for learning in practice, eg. mentors/assessors; and b) create a new role - that of Practice Education Facilitator - to improve the practice learning environment and support the mentor. The papers will argue that a successful learning organisation requires a sustainable education infrastructure to create a learning environment which maximises both informal and formal learning. In addition, this infrastructure could provide a resource to enable interprofessional and interagency learning to take place and to support emerging communities of practice,

Paper 1: the first paper in this symposium will describe a national approach to the preparation of mentors. In particular, it will focus on:

• the theoretical and philosophical rationale for the role

• the drivers for the development of a national approach

• the collaborative processes in engaging HEIs and NHS staff to develop a core curricular framework

• the structure and core content of the programmes

• implementation and evaluation

In conclusion, this paper will provide an opportunity to debate diversity and commonality in the context of inter-professional / inter-agency working and learning.

Paper 2: The second paper in this symposium will describe a national initiative to establish, develop and evaluate the new Practice Education Facilitator role. It will:

• identify the policy, education and practice drivers

• describe the strategic partnership which designed, funded and drove the initiative

• outline the recruitment and development of the posts

• discuss the opportunities and challenges associated with the initiative

• consider the emerging findings from the evaluation

In conclusion, the potential multi-professional and multi-agency opportunities, particularly within the context of integrated health and social care, will be discussed and debated.

Type: Symposium

OCHIL ONE: 1.30-3.00 - WORKSHOP 831

'*We're here tae make a difference*'

Keywords: participation, young people, care experiences, social work education.

Presenter(s): Jeremy Millar (The Robert Gordon University) John Thomson, William Rae, & Alexander Horne (The Group-a voice of reason)

Abstract: The practice of involving service users in

the development and delivery of social work courses has tended to be ad hoc, often relying on the individual contacts and personal motivation of the teaching staff. Therefore the requirement from the SCIE (Future Objectives: Theme 4; Developing Learning Organisations) to establish collaborative learning involving service users, carers and employers presented a significant challenge in relation to how the Robert Gordon University reviewed its' approach to teaching social work students. In addition the review of social work in Scotland, the 'Changing Lives' (Scottish Executive 2006) report highlighted the requirement to involve service users and carers in service design and delivery. Such initiatives are grounded in emancipatory social work values and must aspire to a model of best practice if they are to avoid accusations of tokenism. The process of implementation can serve to provoke reflection, anxiety and not a little dissonance. One challenge inherent in the process is working with the tensions of bringing the 'outside' inside and promoting the personal growth of the student, service user and the academic staff. Hello, we are a group of young people with experiences of public care who all contribute to social work teaching and course development at the Robert Gordon University. We call ourselves the Group-a voice of reason. Our workshop will comprise of two parts, the first will illustrate our development in the form of a story enhanced by images to illustrate our achievements in personal growth and our contribution to the learning environment at the Robert Gordon University. The landmark events we cover include winning a Care Accolade category award in 2006 and completing the Columba 1400 leadership course in the same year. The second part of the workshop will give the participants hands on opportunity to experience one of the teaching exercises that we use with the first year students. We will be happy to talk informally, in the smaller groups, about our work and the feedback that we have had from students and academics. We are also excited about our forthcoming article in the journal of the Scottish Institute for Residential Child Care which is due to be published in the New Year. This workshop consciously sets out to confront some of the unspoken and assumptive notions of what constitutes social work education in 21st century

Scotland and addresses the specifics of how we introduce the voice of the 'Other' through narratives that directly engage the service user/carer and the student in the potential of the relational aspect of the social work task.

It is envisaged that this workshop would be of interest to educators, policy makers and people who are enthused by social pedagogic practice.

Type: Workshop

OCHIL TWO: 1.30-3.00 - WORKSHOP 871

Service users and carers as co-educators of social work students.

Keywords: involving service users & carers in the classroom, using personal narratives to promote integration of theory and practice

Presenter(s): Robert Mackay (Robert Gordon University)

Abstract: There is a requirement by the Scottish Social Service Council (SSSC) and the Scottish Executive that service users and carers are partners and stakeholders in social work education. This requirement is one of many that are used by the SSSC in the approval of Scottish Universities to deliver social work courses. This workshop will firstly explain and reflect on the experiences of including service users and carers as co-educators in the planning and delivery of one module at the Robert Gordon University (RGU). It will examine the issues and questions around the process of involving service users and carers with the education of social work students and it will also evaluate the outcomes for one cohort of students. Lastly it will explore the broader implications for partnership working in relation to the education and training of students for professional practice. This workshop highlights the valued role that service users and carers can make as co-educators in two respects. Firstly through the use of life stories, best practice is illustrated in the classroom and secondly there is evidence that students' learning is enhanced not only in the short-term but up to a year after the teaching take place.

Type: Workshop

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